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ABSTRACT

In 1969, 790 questionnaires in four languages (Arabic, English, French, and Spanish) was sent to all governmental and non-governmental organizations to obtain details of methods and techniques used in adult literacy projects. The replies of 74 organizations in 52 countries, with a total of 100 projects and 133 courses, are included in this report. The seven categories into which the replies are categorized are: organization, programs (courses), methods and teaching aids, materials, participants, drop-outs, and instructors. The replies are discussed and presented in statistical tables and graphs. Examples of instructional materials used in some of the projects are included. Conclusions reached include (1) greater interest by the governments would aid considerably in solving project problems; (2) the literacy level attained in most projects is too low to prevent relapse into illiteracy; (3) large classes are more effective than small ones and also decrease the number of instructors needed; (4) a gradual transition from traditional to functional literacy programs is desirable, with training of instructors and seminars for project planners a concomitant necessity; (5) the high rate of drop-out shows a need to study prospective participants; and (6) systematic studies and experiments should be undertaken in various cultures. Annex I is a copy of the questionnaire; Annex II are names and addresses of the respondents; and Annex III is a tabulation of the replies. (DB)

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FINAL REPO
on the
REPLIES RE
INSTITUTE'S QUESTIONNAIRE 1969-1970

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LITERACY PROJECTS

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INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS

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LITERACY PROJECTS

REPORT ON THE REPLIES RECEIVED TO THE INSTITUTE'S QUESTIONNAIRE

INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS

P. O. BOX 1555 TEHERAN IRAN

Date of Issue : November, 1971

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In compiling and preparing this Report so many individuals and organizations in various parts of the world have participated that it is virutally impossible for the Institute to thank every one of them individually.

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I should also express my sincere thanks to those at the Institute who worked on this Report including Dr. J. D. N. Versluys, the former Director, Mrs. J. Amirzafari (Abhari), Mrs. F. Machayekh, Miss M. Tafazzoli and Mrs. I. Tajalli, the research experts. Finally, the Secretariat of the Institute should also receive thanks for its help on this Report.

A. Fattahipour,
Deputy-Director.

November, 1971

I N T R O D U C T I O N

In 1969 a questionnaire (see Appendix I) was prepared by the International Institute for Adult Literacy Methods to be sent to all governmental and non-governmental organizations dealing directly with adult literacy, as far as their addresses were known to the Institute. This questionnaire was regarded as an elaboration of some of the points mentioned in the Unesco questionnaire (EDA/70/66 Annex) dispatched on 22nd January 1969. Seven hundred and ninety questionnaires in 4 languages were dispatched to 123 countries before December 1969.

Arabic	English	French	Spanish	Total
40	400	230	120	790

These figures include copies sent to all the Unesco National Commissions and to Unesco Literacy Experts, as well as to various research institutes and interested individuals, which means that the number of literacy organizations approached was considerably less. The Secretaries-General of the National Commissions were requested to send the addresses of such organizations not known to the Institute, while the experts have in some cases assisted the literacy organizations in replying to the questionnaire.

The purpose of the questionnaire was to receive details of the methods and techniques used, which might be of interest to other projects. In this way it may happen that even a small improvement effected can have important consequences, particularly if one considers that literacy efforts are often undertaken on a large scale, so that any improvement or saving may be multiplied by thousands, or perhaps millions.

It must be admitted that it has taken the Institute rather a long time to produce this report, which is explained by delays in replying, the need for further clarification and the nature of the questionnaire. In fact, it was framed in such a way as to invite literacy services to give details; thus, a number of questions had to be "open-ended" which makes statistical processing complicated. Nevertheless, it was felt that a statistical summary would have a certain value, as it may serve as comparative material in seeing how far facts and figures differ between various countries and programmes.

These statistics were published as a preliminary report towards the end of last year. The present report contains some further statistical detail, but will concentrate on details which would seem to be of more than local interest.

The Institute received replies from 82 organizations in 58 countries before December 1970.* This may seem to be a rather poor result when compared with the 800 copies dispatched. However, it should not be forgotten that a very large number of copies were sent to addresses, as explained above, from which no actual answer was expected. The Institute may also be blamed for sending a long questionnaire which may have deterred a number of literacy project organizers from replying. However, it appeared difficult to prepare a short questionnaire which would still yield really significant information.

Moreover, in a number of countries complete adult illiteracy hardly exists, although the level of literacy of certain groups of the population may be too low for the socio-economic requirements. On the other hand, a new form of adult literacy is developing, particularly in a number of industrialized countries, among immigrant workers who, although barely literate or even illiterate in their own language, are required to become literate in the language of the host country. However, the questionnaire did not aim at elucidating these problems whose existence is moreover, only beginning to be realized in the countries concerned.**

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*After the preliminary report was published, the Institute received 4 more replies - from Cruzada ABC in Brazil, with four projects; the Ministry of Education in Burma; the Montreal Commission for Catholic Schools, in Canada, and the Department of Education of the Government of Andhra Pradesh, Hyderabad, in India. The content of these replies is included in the descriptive body of the present report, but since it would not significantly affect the statistical results, it was not included in the statistical operation.

** In France this problem was recognized earlier than in most other countries; see "Alphabétisation et promotion des migrants étrangers en France" prepared by the Amicale pour l'Enseignement des Etrangers, sponsored by the French National Commission for Unesco with the collaboration of the Ministry of Labour, Employment and Population, Paris, 1971. A substantial summary can be found in Literacy Discussion, Vol. II, No. 4.

Replies from 7 organizations in 5 countries were not included because either they were not directly related to adult literacy, but rather to adult education in general, or they were not sufficiently complete.

The number of countries, organizations, and projects included in this study is as follows :

Areas	Countries	Organizations	Projects	Programmes
Africa	16	18	29	48
Arab States	5	5	11	15
Asia	11	26	26	29
Australia	2	2	8	8
Europe	5	5	5	5
Latin America	13	18	21	28
Total	52	74	100	133

(The names and addresses of the organizations and projects are given in Appendix II.)

In some countries several literacy organizations have sent replies, e.g. India 9, Iran 6, etc. Some organizations have several projects; e.g. the Ministry of Education in Ethiopia is sponsoring the National Literacy Project and also the Work-Oriented Adult Literacy Project. Information concerning these two projects was given in one reply. This is also the case in some other countries, e.g. Tunisia, Cuba, Uganda, etc. In this way replies were available for 100 projects.* Among these 100 projects there were many which had several programmes; e.g. the Functional Literacy Project in Tanzania provided data on 2 programmes; a Cotton Growers' Programme and a Women's Programme. The total number of programmes amounts to 133. In this study the projects have been taken as the basic unit, but not all projects have answered all the questions.

General Findings

Replies given to the questions are classified in 7 main categories and in 7 tables in this report (as already provided for in the preliminary report). These categories are : organization, programmes (courses), methods and teaching aids, materials, participants, drop-out and instructors.

Since most of the questions were open to various replies, the main headings of each column of the tables indicate the

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* At present 107 projects, see footnote on the previous page.

questions and the sub-headings represent the items which were mentioned most frequently by different projects in answer to the respective questions. For instance the question, "Means used to draw attention to programmes", can have several answers. Another example is the places where sessions might be organized. A project might have classes in different places, e.g., in schools, in mosques, or in any other place. In this case the frequency of each place is given in absolute figures and as a percentage of the total number of replies to that question. When only one reply to a question was possible, the absolute figures can be regarded also as percentages, because the total number of projects included happened to be 100.

One word of caution should be added. Since the basic purpose of the questionnaire was to gain a more precise understanding of organization, methods, techniques, etc., and not to duplicate Unesco's task of collecting actual statistics, the figures in the various tables should be understood as referring to projects which may cover a few classes or thousands of people. This report, therefore, does not pretend to provide quantitative information when speaking of, for instance, "average drop-out". Where such terms are used, it should be clear that no "weight" was given to indicate the number of persons connected with a certain project; in this sense, even the statistics are not purely quantitative, but reflect the frequency of <u>qualitative</u> differences.

I - Organization

I.1 Type of Project

Most organizations sponsoring literacy projects are governmental (73). (See Table 1.) In many countries adult literacy is adopted as an essential component of the national developmental plans. The Ministry of Education is usually responsible for adult literacy, but in some countries there are also other ministries who perform this task; e.g., the Ministry of Rural Affairs in Laos and the Department of Community Development in Zambia are also involved in literacy work. In some countries such as Cuba and Iran, National Literacy Committees are engaged in adult literacy work.

Non-governmental organizations active in adult literacy vary from women's associations, e.g., the All Pakistan Women's Association, to religious groups, such as the Catholic Women's Organization in Ghana and the Gitarama Radio University in Rwanda.

Out of the 100 projects which replied to the Institute's questions by Decenber 1970, only 5 are run by semi-governmental organizations. The National Union for the Struggle Against Illiteracy in Italy (UNLA) is one example. Courses are entrusted to the Union by the Ministry of Education.

In many developing countries such as India, Brazil and Iran, there is more than one organization dealing with literacy work. In India particularly, the organization of literacy work is complex. Although the Central Government delegates the Ministry of Education as responsible for adult literacy problems, education as such is entrusted to the several Indian States which may have their own department of adult literacy. Besides, there are numerous private associations which may work with a few classes only, or on a large scale. Before November 1, 1969, there were 2 literacy organizations in Rhodesia : Lit-Lit and Adult Literacy Council. At that time these organizations were merged and a single literacy organization for Rhodesia, known as "Adult Literacy" was established.

I.2 Year Started

In the last decade the developing countries have become more aware of the problem of illiteracy as an impediment to their

development. Out of 87 projects which replied to this question, 63 (more than 70%) started in the last decade, two fifths of these projects in the first half of the last decade, and three fifths in the second half.

Year literacy projects were started in different regions

Year Started \ Area	Africa	Arab States	Asia	Austra-lia	Europe	Latin Am.	Total
40-49	2		4		2	1	9
50-59	4	1	7			3	15
60-69 60-64	5	1	7	4	1	9	27 63
65-69	17	5	5	1	2	6	36
No Answer	1	4	3	3		2	13
TOTAL	29	11	26	8	5	21	100

The oldest project is Lanka Mahile Samiti, Ceylon, which started in 1930.*

In studying the contingency between the year a programme started and the rate of drop-out of new literates in a project, it was found that there was a significant contingency between these two factors, and the programmes started later appear to have less drop-out. (See Chapter VI, Table 6 for contingencies.

I.3 Cooperation

Almost all the projects receive some kind of cooperation from other sources. The sources and the kind of cooperation mentioned in the replies vary from one category to another. In this study these variations are classified as shown in Graph 1.

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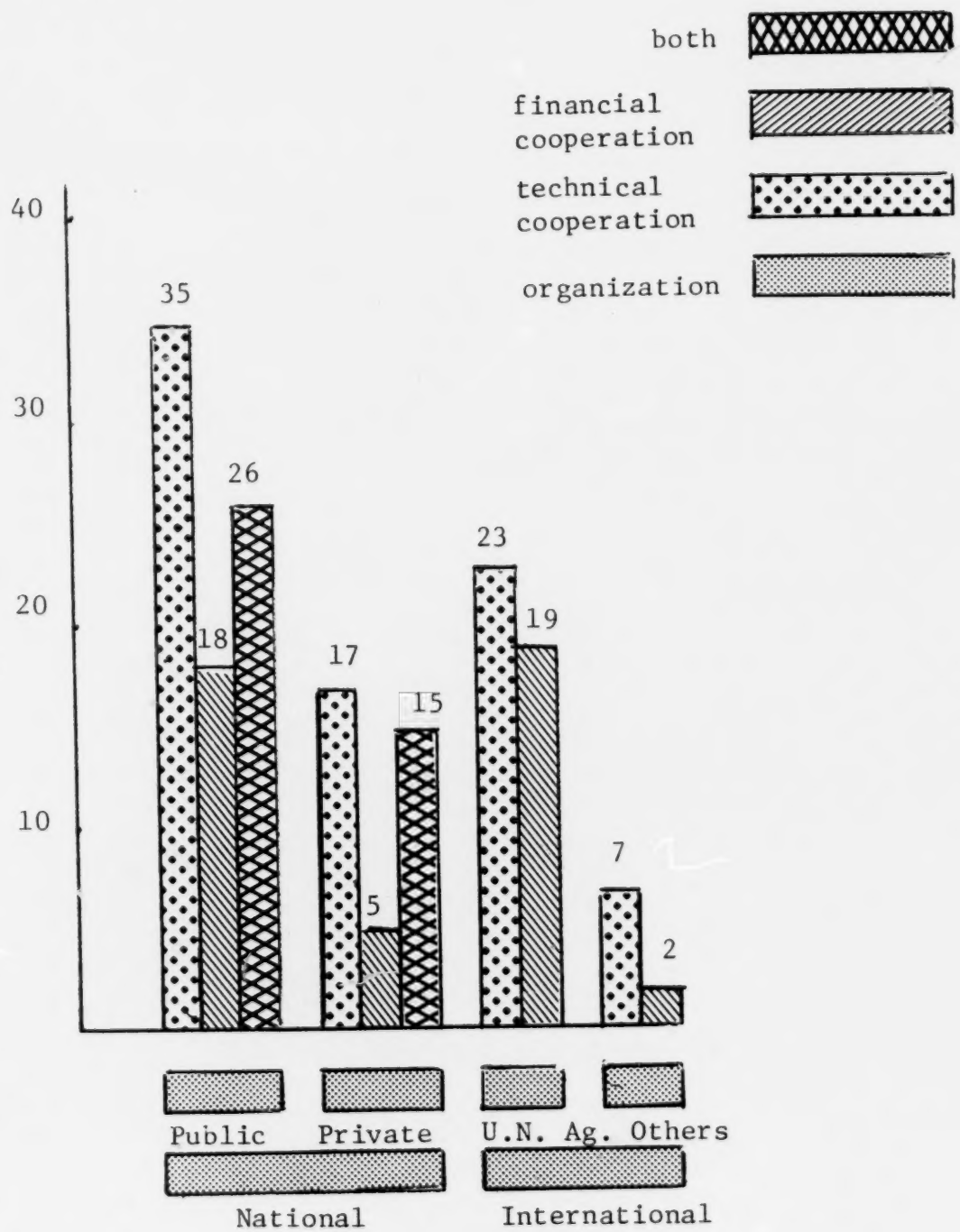
* In classifying the projects according to decade, this project was put in the 1940's decade because it was the only one started before 1940, and therefore another category was not added.

Graph 1

SOURCES AND KINDS OF COOPERATION



The national sources are either governmental, which come under public organizations, or non-governmental, which are categorized under private organizations. Public organizations are the main sources of cooperation, (79 cases). In several countries literacy campaigns are being held through the joint cooperation of several ministries or organizations; e.g., the functional literacy project in Afghanistan is being conducted jointly by the Ministries of Education, Agriculture and Irrigation, and Public Health. This is also the case in Somalia, Ethiopia and the Indore Workers Institute in India. The kind of cooperation received from public organizations is more often technical than financial (35 cases technical as against 18 financial). Technical cooperation includes cooperation in organizing the projects, in providing personnel, in preparing the reading material, or sometimes just giving lectures.

In Ghana, officers of the Ministry of Social Welfare help to train voluntary leaders, and supervise courses and classes of the Catholic Women's Federation. In Indonesia, field officers of different ministries teach in follow-up courses, write articles for neo-literates and act as consultants in text writing. Sometimes the cooperation received from governmental departments goes no further than merely giving advice at different meetings.

It is obvious that in cases where personnel is provided difficulties of co-ordination may occur which, if not clearly worked out at the beginning of a project, may cause delays, while it is equally essential that the lines of organizational hierarchy should be clearly drawn in such cases.

Universities and different academic institutes, which can be either governmental or non-governmental, are mentioned as sources of cooperation for different literacy projects; e.g., the Institute of Pedagogy of the University of Rome assists the UNLA* in Italy in literacy research evaluations. There is also a close collaboration between literacy projects and the "Institut de formation pour les conseillers d'école et l'orientation professionnelle" in teachers' training and research work for literacy in Algeria.

Among the non-governmental organizations are churches, women's organizations and other private sources. The kind of cooperation provided by these organizations is more often technical. La Comisión de Alfabetizacion y Literatura en Aymara in Bolivia is a cooperative venture sponsored and supported by

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*Unione Nazionale per la Lotta contro l'Analfabetismo.

12 evangelical Protestant missions.

Included under international sources are the U.N. Agencies Unesco, ILO and FAO. Unesco, in cooperation with the U.N. Development Programme, offers aid to national projects which are implementing the Work-Oriented Adult Literacy Programme. At present there are twelve projects of this nature, namely in Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, the Sudan, the Syrian Arabic Republic, Tanzania and Venezuela. The amount of assistance given varies according to the countries. In India and Syria, Unesco provides the literacy component in large agricultural projects, whereas FAO plays the major role. In Venezuela, only a specialist in evaluation is provided, while in other countries all foreign experts may be provided by Unesco and UNDP. ILO is cooperating with Unesco in running projects in Ecuador and Iran. Besides the above projects Unesco is undertaking small short-term micro-experiments in Algeria, Brazil, India, Jamaica, Nigeria, Tunisia and Upper Volta. These experiments are designed to study specific problems such as the use of teaching aids, audio-visual media, etc. Moreover, Unesco also helps literacy projects in numerous countries under its UNDP (Technical Assistance) programme by making available experts in various fields, such as audio-visual aids, production of teaching materials, etc.

Other sources of cooperation at the international level are commercial institutions, regional organizations and other enterprises. The Division of Education of Philips (the Dutch Electronic Company in Eindhoven), assisted the Ministry of Education in Ethiopia in the "Literacy by Radio Project". ARLO (Arab Regional Literacy Organization of the Arab League) assists Jordan in preparing materials. There is close cooperation between the Girl Guides Association in Pakistan and the same Association in Ceylon. The Summer Institute of Linguistics is working in several countries and provides an opportunity for exchanges of experience at the organization's Headquarters in Santa Ana, California 92702, U.S.A.

International trade union organizations are active in some countries in organizing literacy classes, as are the Y.W.C.A. and other international organizations. In this context, the work of the newly-created Literacy International Committee (New Delhi, India) may be mentioned which, by its publications and proposed international meetings, wishes to assist private associations in their literacy work.

Although most of these literacy projects benefit from a close cooperation with other organizations, some projects are confronted with the problem of poor cooperation, resulting in many difficulties.

I.4 Programmes Discontinued during the Last Five Years

During the last five years several literacy programmes have been discontinued. For instance, the Wiru and Daga Programmes of the Summer Institute of Linguistics in New Guinea was discontinued because of the introduction of another project, "Each one teach one". In addition, the Alta Irpinia Women's Programme in Italy, ceased to operate due to lack of finance.

The main reason for the discontinuation of the 16 programmes which were mentioned in the replies, was of a "technical" nature (see Table I.4), which may mean lack of funds. In 1966 a programme in West Bengal, run by the Bengal Social Service League, was discontinued because of lack of proper reading material. In 1965 the national programme in Gabon was discontinued due to the lack of personnel and finance. Whether programmes were discontinued because of lack of interest is not certain, since this reason was never given. However, it is possible that this factor has also played a certain role, taking into account the usually high rates of drop-out, and the fact that this was often mentioned as one of the "difficulties" (17%).

It should be mentioned here that two projects which are included in our study are not operating at present. One project, the Tobacco Growers' Programme in Nigeria, was limited to the period from August 1967 to April 1969. This programme was organized by the University of Ibadan in cooperation with Unesco as an experiment in work-oriented literacy. The other one is the "Literacy by Radio Project" in Ethiopia, which was initiated by the Ministry of Education and Philips Company of the Netherlands. Later on it was sponsored by the Dutch Government until the Unesco work-oriented project in Ethiopia took over.

I.5 Difficulties in Preparing the Programme

Although the question raised here was that of difficulties in preparing the programmes, most of the replies actually referred to the difficulites encountered while running the programmes. Shortage of qualified teachers and supervisors, poor finance and disorganization were the main difficulties mentioned. Heterogeneity of groups in classes by age and occupation, such as in Brazil, poor transportation and communication, as in Uganda, and bad timing, as in Ceylon and Tunisia, are considered organizational problems affecting the implementation of the literacy programmes. Under "material" in Table I.5, shortage of reading materials, as in Pakistan

and of machines, as in Liberia, is cited. Some special problems such as distrust of the participants in literacy classes as in Ethiopia, or the lack of cooperation among the various organizations in Honduras, are classified under "others".

There are also some problems which, in spite of their low frequencies, are worth mentioning here. For instance, the language problem in Ethiopia and the variety of vernaculars in Indonesia are considered major problems for these countries. Illiterates in Ethiopia do not speak the national language which is used in the literacy classes, (Literacy Discussion, II-1). Similarly, in Indonesia, the various vernaculars make the preparation of literacy programmes on a national scale difficult.

In Bolivia the low capacity of literacy teachers is incompatible with the relatively higher demands of the primers. In Cuba, the efforts of the Government to raise the educational level of the illiterate masses conflict with the other developmental plans which require manpower in other fields. Also, the increasing need for specialized teachers in the Cuban Adult Education Courses militates against the demands of the industrial sector.

The conservatism of teachers who appear unable to adapt their methods to the functional approach is a problem confronting the Work-Oriented Adult Literacy Sub-project (W.O.A.L.) in Isfahan, Iran. In Tunisia, as well as in many other countries, the times of the courses do not coincide with the free time of the illiterate workers. This constitutes an obvious problem in countries where radio and television are the main means of communication with the participants in literacy groups.

However, the major problems, mentioned in 44, 37, 33 and 22 cases respectively, are those of personnel, organization, finance and material. These four are obviously closely related and seem to indicate a lack of interest in the problem of adult literacy in the countries concerned. These four account for approximately four fifths of the difficulties, and would show that the basic problem is at the top, not at the bottom.* Students' lack of interest constitutes one tenth only of the difficulties encountered. As indicated already, it appears that the question has generally not been well understood and was therefore apparently not clear : we had hoped to receive

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* It appears that with the exception of six countries, governments are spending less than US $0.20 per head of the total population on combating illiteracy. (See Literacy Discussion, Vol. II, No. 1, Winter 1971, p.6.)

answers concerning the way in which programmes were prepared which would have helped us to understand better methodological and technical difficulties. However, the answers as given are at least equally valuable, since they seem to indicate that there is still in the large majority of countries insufficient concern about the problem of adult illiteracy and its role in retarding the process of development. This does not mean that there is lack of interest in spreading propaganda for literacy work, as the following section will show, but there does not seem to be sufficient and sustained support for setting up well-organized programmes, prepared and carried out with adequate means.

I.6 Measures Taken to Attract the Attention of the Public at the Beginning of the Programme

Although the struggle against illiteracy has become an officially-recognized necessity in most developing countries, drawing the attention of the public to literacy courses and motivating the illiterates to participate in literacy classes are still essential tasks of literacy projects. Almost all the projects which replied to the questionnaire used speeches delivered by organizers or influential persons in the respective countries as a means of attracting the attention of the public. Propaganda is spread by radio and television and also through newspapers.

Audio-visual media are used by quite a number of projects for this purpose. Thirty-five projects use films and many use posters and charts. In Venezuela and at Literacy House in Lucknow, India, puppet shows and theatre groups are organized. In Zambia, literacy clubs are formed in high schools. In Rhodesia, at the end of each course there is a "promotion day" when new literates demonstrate their skills to illiterates.

While most of the projects are faced with the problem of attracting the attention of the public to start a course, there are some projects which seem to have no problem at this stage. For example, in Nigeria the Military Governor's Office, Adult Education and Public Enlightenment Division, is satisfied with the enthusiasm of the population and has indicated that "the desire to become literate is so widespread that in many places people are not waiting for an official scheme,but are working out their own arrangements. Sometimes volunteers seek their own teachers and form their own groups.".

I.7 Plans for Change

The tendency to apply functional literacy in different literacy projects is made clear by observing the replies. Of the 52 projects answering this question positively, more than 70% (37 projects) are in the process of experimenting with functional literacy or are planning to change to functional literacy in the near future. Fifteen projects referred to changes other than complete change of content, i.e., changes in organization, techniques, and training of teachers. For instance, the Adult Literacy Section in Jamaica is planning to widen its activities to implement a National Literacy Programme administered by an intra-ministerial committee. UNLA in Italy is going to have an experimental project using programmed teaching in literacy courses. The Ministry of Culture and Community Development in Uganda is going to use radio and tape recorders for training reachers and also wants to make use of the young part-time workers in another section of the same Ministry to form a permanent cadre of teachers, instead of having voluntary teachers.

TABLE I

ORGANIZATION

%	73	governmental	Type of Project		
	22	non-governmental			
	5	semi-governmental			
	9	1940-50	Year started		
	15	1950-60			
	63	1960-70			
	13	no answer			
42.70	79	pub. org.	Source	Yes	Cooperation
20.00	37	private org.			
22.70	42	U.N. & Agencies			
4.86	9	others			
9.72	18	no answer			
	38	technical	Kind		
	2	financial			
	42	both			
	18	no answer			
	3	no co-operation		No	
	9	technical	Programme discontinued in last 5 years yes reason		
	4	financial			
	3	both			
	72	not discontinued			
	12	no answer			
19.18	33	financial	Difficulties in preparing the programme		
25.55	44	personnel			
21.51	37	organizational			
12.77	22	material			
9.88	17	lack of sts' interest			
3.49	6	others			
4.65	8	no difficulty			
2.91	5	no answer			
39.25	84	speeches	Means of attracting attention at beginning		
16.35	35	films			
25.70	55	broadcasts			
2.80	6	political motivation			
13.55	29	newspaper			
2.35	5	no answer			
	13	permanent adaptation of funct. lit.	Plans for change		
	22	to functional lit.			
	17	others			
	12	no plan for change			
	36	no answer			

II - Programme

II.1 Content of the Course

Although the tendency to adopt a special content is rather common among our sample projects, the majority still have traditional literacy programmes with no specific content. They are more concerned with elementary skills of reading, writing, arithmetic and rudiments of general knowledge. This was the approach adopted by almost all literacy projects before the World Conference of Ministers of Education in Teheran in September, 1965. At this Conference it was stressed that "the very process of learning to read and write should be used as an opportunity for acquiring information that can immediately be employed to improve standards..., not only of elementary knowledge but of training for work, increasing productivity, obtaining greater participation in civil life and better understanding of the surrounding world.".* The term "functional literacy" was adopted for the literacy approach that would "enable the illiterate to become socially and economically integrated in a new world where scientific and technical progress calls for even more knowledge and specialization".

The concept and idea of functional literacy was well received at a universal level. Unesco launched an Experimental World Literacy Programme in order to study the applicability of this concept, teaching approaches, methods and materials in this field. At present the World Experimental Literacy Programme consists of 12 Work-Oriented Adult Literacy Projects, as pointed out in Chapter I.

It may be useful, at this point, to consider the two terms "work-oriented literacy" and "functional literacy" which are often used in the same sense. Some of the projects just mentioned are officially called "work-oriented", although this does not exclude, in actual practice, other elements such as health, hygiene, nutrition. "Functional" literacy, as defined above, has indeed a wider meaning than "work-oriented", since

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* Unesco World Conference of Ministers of Education on the Eradication of Illiteracy, Teheran, 8-19 September, 1965. Final Report. Paris : Unesco.

it refers to economic as well as social integration and aims at improving "living standards". This latter term is again somewhat ambiguous, since in social science terminology a difference, introduced by Lasker, is often made between the terms "level (or plane)" and "standard" of living : "For scientific purposes, it seems best to maintain the distinction : to use the term plane of living as designating the totality of actual consumption of goods and services, by a given social unit at a given time, and to reserve the term standard of living for the less tangible but practically important concept of norm of consumption of a given society, group or household."* Since the document referred to was prepared by education specialists, it is not certain whether they have indeed wanted to make a distinction between the psychological term "standard of living" and the purely economic expression "level of living".

In many cultures, where the desire for more economic goods may not be as high in the value system as it is in that of the industrialized societies (although recent "youth revolts" may indicate that this long-accepted scale no longer has its formerly unassaulted normative power), it may indeed be necessary to emphasize the importance of better economic conditions, to "create needs", in order to urge the population concerned to fulfil them, thus achieving the motivation required to pursue the demanding efforts of becoming "functionally literate", in the sense of achieving increased abilities to reach a higher "plane of living", as desired by the new higher "standard of living", they have gradually adopted. In fact, the discrepancy between the "standard of living" : the goods and services one feels one ought to have, and the actual level of living is the real motivation for hard work, for sacrificing present satisfactions to obtain more important ones in the future, for enabling one's children to be better educated, for saving for the future, etc.; in brief, all the "virtues" Max Weber particularly attributed to Calvinism, but which have made their impact on Western thinking in general.

This awakening of the mind, whether to make people aware of the possibility of achieving a "better life" or in the sense of "conscientización" as seen by Paolo Freire, should be in all cases one of the major tasks of "functional literacy" in its wider connotation of making literacy fulfil a genuine function in the life of the newly literate, so that he uses his newly-acquired abilities, either to improve his technical

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* B. Lasker, Standards and Planes of Living in the Far East, New York, August 1952, p.7.

and occupational skills, or to understand better the risks for his health in his environment or to have the satisfaction of participating more fully in the social, political, artistic or religious life of his society.

It should be added that in Unesco documents the term is actually used to stress the development aspect, but even so, at a meeting of Unesco experts held in August 1971, it was felt that the term "functional" did not well express this occupational and developmental aspect, and that a new term should be sought, if one wanted to indicate that the actual work done includes far more than making people literate and requires the expenditure of more time and effort on vocational training and the imparting of other abilities, needed to achieve real development. The term "development education" may be acceptable.

In this study, among the 24 projects with special utilitarian content, there are twelve experimental projects which receive substantial assistance from Unesco. The rest are purely national projects which are running functional programmes with or without some international help. The Functional Literacy Project in Afghanistan which is still at the experimental stage, the Serviço Social da Industria project in Brazil, the Functional Literacy Programme of the Ministry of Cooperatives and Social Service in Kenya are examples of this kind.

Besides these projects which have a definite functional character, there are fourteen other projects which give specific practical information at a certain stage of the course or throughout the course : e.g., the literacy project of the Bureau of Public Schools in the Philippines produces work-oriented materials on agriculture and the Institute of Adult Education in Rhodesia provides information useful to farmers, while teaching them how to read, write and keep farm records. The purpose of this programme is to accelerate the change from subsistence agriculture to commercial farming, and the introduction of cash crops, and is given after the farmers have achieved a basic ability in the three R's. However, this basic course is already geared to the following stage.

There is no fixed method of imparting the occupational knowledge. Unesco pilot projects usually start from the very beginning with technical words, and, meanwhile, try to give technical information. Some believe that it is better to start with pure literacy and then shift to a functional literacy course. (See Literacy Discussion , Vol. 1, No.3, page 32, abstract "For renewed faith in literacy : a new approach and new methods", by Helen Butt.)

The Ministry of Culture and Development in Uganda, in its special functional literacy programme, starts with large letters printed on cards and then introduces a primer with easy words and sentences. Vocational training providing information on agriculture (tobacco and sugar), comes after the first stage.

The tobacco growers' functional literacy project in Nigeria also had a course and series of primers at first in pure literacy. Later on, occupational information was given because it appeared that the learners found it difficult to fully comprehend the technical knowledge needed in their work.

The content of functional literacy programmes varies according to local conditions and requirements. In the agricultural area of Dezful, Iran, Unesco's functional literacy programme is mainly in the field of agriculture, while in the industrial town of Isfahan in the same country, the Unesco sub-project has courses for workers in a steel mill, textile factories and producing traditional crafts, while there are also various agricultural programmes for the rural areas. There are also knitting and embroidery classes for women. In Tanzania there are homecrafts for women and cotton-growing, banana-growing and better fishing programmes for men. Mali has a rice-growing course in an agricultural area, 10 different courses for urban areas, including car driving and hotel staff training, and training is given in cigarette, match, soap, textile, cement and oil factories.

The "Serviço Social de Industria" in Brazil gives special priority to civil construction and there is a special training course for bricklayers. The Ministry of Education in Thailand is preparing a functional literacy programme with special emphasis on family planning. This programme, which is one of the few of this nature, started operating in June 1971. Some traditional projects provide general information at a later stage; e.g., the National Committee in Iran has a special reader on health and hygiene in the 2nd stage. The Division of Adult Education in Liberia gives agricultural extension information. In Cambodia, the "Comité National Technique d'Alphabétisation" also gives supplementary information on civics, hygiene, agriculture and cooperatives.

Among these one hundred projects there are four with elementary school programmes, i.e., the Literacy for Adults and Elementary School Leavers projects in Somalia, the literacy project of the Department of Elementary Education of the Ministry of Cultural Affairs in Hungary which is specially for adult gypsies and the programme of the "Université Radiophonique de Gitarama" in Rwanda which, in fact, is primarily for children

who have not been able to go to school. The same holds true for the Education Corps in Iran whose instructors, in some cases, also teach adults and help them more generally in various activities - construction, simple medicine, nutrition, etc.

As far as the results of the technical components are concerned, only one of the Unesco-assisted projects has so far published comparative results, which show that the instructors have apparently neglected this aspect, while concentrating their efforts on reading and writing : the latter subjects scored 80 to 90%, while the technical content achieved only 28%.* However, more satisfactory results were obtained in a project launched in Uttar Pradesh (India), where, according to the evaluation made by an independent body, there was a clear correlation between the knowledge about new agricultural methods and the level of literacy, while the adoption of such novelties showed the same correlation.** It should be added that the programme, in this case, was applied for a longer period (since 1968, while the evaluation was carried out in Nov. - Dec., 1970) than in Iran. Another project showing satisfactory results of only 10 days of full-time farm management teaching (90% of a group of 31 farmers of third grade primary level having followed a 17-day refresher literacy course answered correctly at least 60 out of 70 questions) has been described by G. A. Smith in his report on a pilot project in Rhodesia.*** Generally, it is still too soon to expect many definite results on the combination of technical content with literacy teaching.

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* For further details see the article by Dr. Bazany in the Spring issue of Literacy Discussion, Vol. II, No.

** India. Ministry of Education and Social Welfare. Directorate of Adult Education. "Farmers training and functional literacy." Pilot evaluation study of functional literacy project report in Lucknow district. (Non-technical report.) April, 1971. p. 29. (A summary of this report was published in Literacy Work, Vol. I, No. 1, July 1971, p. 12-15.)

*** Smith, G.A. A Preliminary Report on Literacy Training, Savings Clubs and Development in Seki Tribal Trust Land , Institute of Adult Education, University of Rhodesia. 1970 (mimeographed).

II.2 Arithmetic

Almost all the projects have arithmetic courses for their adult participants. The arithmetic courses are either adapted for adults,e.g., Guatemala, Iran National Literacy Programme, Tunisia, Spain, etc., or they are the same courses as are taught in elementary schools, e.g., Kuwait, Syria, Malta, Viet Nam, etc. The purpose of teaching arithmetic in the first category, besides the recognition of numbers, is to organize and conceptualize mathematical expressions and also to enable the adults to count money, write cheques, etc., and learn time and measures. It is usually taught through applying the Four Operations. There are projects which go further than this and teach percentages and even elementary geometry; e.g., Colombia, Uganda, Tunisia. In Somalia, clerical information is given in the course of teaching arithmetic. The teaching of arithmetic is integrated with the functional content in the farmers' literacy project in a Tribal Trust Land in Rhodesia. This programme, as pointed out above, aims at speeding up the transition from subsistence agriculture to commercial farming and at bringing the inhabitants into the cash economy while imparting literacy, book-keeping and simple farm management. For this purpose, a set of forms was provided; these were well understood, but the calculations appeared to be the weak spot.

Actually there has been no special method of teaching arithmetic and very little progress has been made in this respect. Most of the projects try to teach the fundamentals in connection with objects with which adults are in contact. Usually adults are reasonably good at mental calculation. In an evaluation made by the Evaluation Unit of the W.O.A.L. Project, Iran, it was found that adult participants in the 26 functional literacy groups of the sugar-beet cultivation programme did much better in mental calculation than in written arithmetic. This evaluation was made to determine the quality of the technical-occupational aspects of the project's activities and also the skills of students in reading, writing and arithmetic. Three tests were given for arithmetic : simple arithmetic, scales and mental calculation. It was found that the standard score in the mental calculation test was satisfactory and slightly better than that in the scale test. However, when a comparison was made of the different standard scores in all the tests, it was found that the results obtained in the test in simple arithmetic were very poor.*

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* See Dr. M. Bazany's article in Literacy Discussion, Vol. II, No. 2, Spring 1971, p. 170 - 171.

The final impression is that in practically all arithmetic books there is far too much imitation of children's books, while existing abilities are not exploited. Obviously, such abilities do not exist everywhere. In the isolated, tribal cultures of New Guinea, where money is hardly used or not at all, and transactions are performed by barter, one cannot expect any knowledge of arithmetic. One example is the Counting Book in Usarufa, the language of a tribe in the East Highland District. The book, published by the Summer Institute of Linguistics, is "designed to give drill in simple addition and to give practice in reading simple words and phrases". Each page is cut into a problem and an answer part (see picture p. 21). The answer parts are printed arbitrarily, and the learner has to look for the correct answer by finding the corresponding picture among the lower parts of the pages. The example reproduces the correct combination, but shows, at the same time, that the counting system seems to hesitate between 3 and 5 as the maximum : 4 is expressed by two-two and 7 by five-two. It is interesting to note that the word for "five" has not anything to do with "abapaké" but is "móra-tiyaapaqa", probably "one unit of five", as mora(ma) = 1. On the other hand, 6 is five-one, 8 becomes five-three and 9 is also regular : five-two-two. However, in 10 one again finds the other root for five, as the word is "máka tiyaakama", but máka is again quite different from "kaayaqá" (two).

These details are mentioned to show the low maximum of the counting system which might indicate an equally low level of arithmetic in this culture, and the need, therefore, to go very slowly.

However, such cases are definite exceptions. The large majority of illiterates have certain abilities in mental calculations, sometimes surpassing literates, who require paper and pencil for the simplest operations. Further research will be needed to know how to harmonize these existing abilities with a method of written arithmetic which is definitely required for the complicated calculations most adults should be able to make.*

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* See the article on this problem "The level of arithmetic" in Literacy Discussion. Vol. II, No. 3, Summer 1971.

waíma

4

Kaayaté-
Kaayatega

Kaayaté-Kaayate-waigoma

+

3

Kaumomá

Kaumo-wáígógárágá

One cannot help feeling that generally the level remains too low. The second booklet prepared in the Tanzania Experimental project arrives at relatively complicated operations such as : divide 84,337 by 451. However, if one knows that only 92 out of 132 literacy teachers in Tanzania were able to multiply 90 x 216 correctly*, one would feel very doubtful as to whether their pupils would really be able to find the correct answer to the division sum just mentioned.

The level to be attained will obviously depend on the society concerned, but it is certain that, if farmers are required to apply modern agricultural methods, a certain minimum has to be achieved, independent of further society demands. It is very doubtful whether this occupational minimum is really attained. Just one example, arbitrarily selected from the leaflet "High Yields with Hybrid Bajra" published by the Farm Information Unit, Directorate of Extension, New Delhi (English version) : "If the dry spell continues, dust the crop with 22 kilograms of sulphur per hectare. Or spray 90 grams (3 ounces) of wettable (sic) sulphur mixed in one kerosene tinful (18 litres) of water at 720 litres or 40 kerosene tinfuls per hectare (64 gallons per acre). This will control mites.". What is to be done if the farmer happens to cultivate a piece of land that is more or less than one ha, and is probably not of very regular shape for easy measurement?

It should be added that the farmer is, in millions of cases, the decision-maker, that he has to understand the economics of his enterprise, small as it may be, that he should have an idea of farm management which includes bookkeeping, and should be able to understand the commercial aspects of his work, such as the use of credit, the way a cooperative works, etc. One may conclude, therefore, that in arithmetic there would seem to be, at least in modern agriculture, a relatively clearly indicated minimum of knowledge without which the farmer simply cannot operate efficiently.

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* See Dr. H.S. Bhola's article in Literacy Discussion, Vol. II, No. 2, p. 109.
It may be of interest to see what is expected of children according to The Attainments of Scottish Ten-year Olds in English and Arithmetic by the Scottish Council for Research in Education, published by the University of London Press Ltd. (1965) : Divide 677750 by 956; multiply 6830 by 607; these were the more difficult sums and were not expected to be solved by the majority of pupils.

II.3 Language Used in the Course

More than 80% of the projects provide literacy courses in the mother tongue of the illiterates, even if the mother tongue is not the official language of the country. This is so because, as Mary Ruth Wise puts it, "when a student is taught first to read and write in his mother tongue, he reads on the first page words about things which have meaning to him and the teacher will be able to work towards reading for comprehension from the very first lesson".*

Thirty-one projects have literacy courses in vernacular languages, although sometimes the group concerned is very small. The Summer Institute of Linguistics in New Guinea holds literacy classes in 34 languages. The number of the speakers of each language varies from 150 to 47,000 persons. The "Adult and Community Education Division" in the Philippines organizes literacy classes in 8 vernaculars. Many of these projects start with the vernacular language and then change to the national language or even to a foreign language. The literacy teaching programme of the Ministry of Education in Venezuela has literacy classes for small indigenous groups, at first in the vernacular, and later in Spanish. The "Comisión de Alfabetización y Literatura en Aymara", which is an organization for teaching the Aymara population in Bolivia, gives a clear picture of how they achieve this stage of transition. As the student learns to read in Aymara, he is simultaneously given small hints about the national language. Each lesson includes one page of Spanish based on syllables which are common to both languages. The last 41 pages teach the 9 letters of the Spanish alphabet that are not used in Aymara. Similarly, the National Committee in Iran, although teaching only in Farsi (the national language), begins its programmes in the non-Farsi speaking parts of the country with words common to both languages, so as to make the transition easier.

A few projects have classes in the national language for indigenous groups; e.g., the Experimental Functional

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* Wise, Mary Ruth. "Utilizing the Language of Minority Groups in a Bilingual Experiment in the Amazonian Jungle of Peru", Community Development Journal, Vol. 4, No. 3, July 1969, p. 117 - 122. London, University of London, Institute of Education.

Literacy Project in Ethiopia has classes in Amharic in order to spread this national language throughout the whole Empire. The National Literacy Service in the Congo - Brazzaville, has classes in French with explanations given in the vernaculars. On the other hand, literacy programmes for foreign workers in France, and other West European countries, teach only in the national languages.

Some literacy projects, after introductory courses in the mother tongue, teach the second language; e.g., in Kenya and Ghana, English is taught to illiterates after they have learned to read and write in their mother tongue. The Ministry of Social Work and Population in Tunisia, in the third and fourth years of its literacy programme, offers French courses for interested new literates.

Different language groups in one area present a problem for some literacy projects which produce one book for all of the new literates as is the case in Tanzania and Ceylon. The variety of vernaculars in Togo is an important aspect of illiteracy in this country. The inhabitants of the north refuse to become literate in a language other than their mother tongue.

The variety of languages in the U.S.S.R. was also a problem for the literacy campaign of the 1920's. Therefore, in the late 20's and early 30's there was a reform of the written languages of the peoples of Central Asia. At first transition was made to the Latin alphabet and finally a new alphabet was adopted, based on the Russian script. This reform facilitated the education of the masses in remote areas : in 20 years (1920-40) approximately 60 million adults were made literate in the U.S.S.R., while since the war illiteracy has been completely eliminated.

In conclusion one may say that imparting literacy, if the mother tongue cannot possibly provide the means of communication actually needed, remains a problem, and that a second language is needed. The experiences of those who have undertaken literacy work in these circumstances show that the detour via the mother tongue is, in fact, the shortest way.* However, it cannot be denied that the cost involved

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* See the abstracts in Literacy Discussion, Vol. I, No. 3, of publications by J.M. del Castillo about Mexico, Grieve about Ghana, Moumouni about Africa in general; Miss Wise's article on Peru and that of R.E. Gwyther-Jones on New Guinea in Vol. I, No. 1.

(studying and analysing the various languages) is considerable.*

II. 4 & 5 Duration of the Course, and the Level Attained

Duration of the literacy courses, which was asked for in stages, months and hours, was put into hours in order to have a standard unit of comparison. The number of stages and months would not show the actual duration of the course. The duration of the literacy course of the "Université Radiophonique de Gitarama" in Rwanda amounts to 4,320 hours, which is the longest course among the projects concerned. This programme is divided into four years and the level attained at the end is equivalent to the primary certificate - a 6-year course. It should be explained that this programme is not designed for adults, but rather for older children who, for various reasons, cannot go to school. The duration of the literacy course of the Union Départementale des Syndicats Ouvriers C.G.T. de la Haute Garonne (France) is the shortest. On an average the duration of this course is 36 hours but it varies according to the ability of the new learners. Excluding extreme cases, the mean duration was calculated to be 300 hours.

One special case should be described briefly. This concerns an experiment being carried out at the Isfahan Work-Oriented Adult Literacy Pilot Project by one of the experts in textile vocational training. He has designed a short-cut method of imparting rudimentary literacy in Farsi which would take approximately six weeks, teaching 1 hour daily, 6 days per week. The purpose is to teach first all the letters used in Farsi, starting with short words, analysing these and using the letters learned to form new words. The latter task is largely left to the adult learners as "homework", but nevertheless constitutes a part of each lesson. The purpose is to avoid linguistic difficulties when the actual textile course is really started. The words used in the method are already connected, in many cases, with technical terms used in the textile industry.

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* The direct method, as followed in industrialized countries in teaching immigrants, cannot be quoted as a proof to the contrary, since in such cases the total environment helps the immigrants (who, moreover, often already have a certain measure of literacy in their mother tongue) to learn the foreign language.

It should be emphasized that this 36-hour course does not pretend to impart "literacy", but only knowledge of all the letters (and numbers), while the full course takes approximately 8 months.

Another point should be raised : how far is it possible and desirable to organize full-time classes? There are few examples, as it is obvious that in the case of many adults such classes cannot be organized since they have to attend to their daily work : factory workers are usually not given the opportunity of full-time attendance. However, in the very few cases described* it appeared to work very well. In 18 weeks of full-time attendance the practically complete illiterates with a slight knowledge of French attained the level of at least 4 years' school education in French and arithmetic, while they also achieved the considerable technical skills, including drawing and practical work, for which the course was actually meant : a classic example of work-oriented literacy. In this case the enterprise paid the workers their normal salary, so that there was full attendance and no drop-out. Obviously, the company needed skilled workers, as otherwise it would have had to "import" them, and this explains the generosity which gave the workers the opportunity of a real education which, if so desired, could be extended later on to much higher levels. The author specially emphasizes the change in behaviour : from slowly-moving workers accustomed to using a spade, they became more lively and showed inititative and interest.

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* Maguerez, Charles. La promotion technique des travailleurs analphabètes , Paris, Edition Eyrolles. 1966. The case refers to Arab workers (Morocco and Algeria). Dictation sentences : "Ali répare le transformateur de la centrale électrique. Il coupe le courant, il démonte le fusible et il pose les câbles.". Arithmetic : 658 x 87549; surface and perimeter of a rectangle; technical projections; electrical fittings; wood work; iron work; construction of a wall, (pp. 109-119).

Full-time attendance may be easier, in general, in agriculture, where there are periods in which the farmer has little to do. The experiments described by G.A. Smith indicate that this is feasible; the drop-out was due only to illness and daily attendance was high, again influenced, in most cases, by illness only (generally 85 to 90%).

As pointed out already, the examples are few, but it may be interesting to organize other experiments to see how far intensive courses would be feasible, attractive and effective.

The contingency between the rate of drop-out and the duration of the course was calculated, but no significant contingency was found to exist between these two factors. (See Chapter VI, Table 1.) This would seem to contradict the often-held view that short courses are likely to show a lower percentage of drop-out.

The level attained at the end of different courses varies from the first elementary grade to the 6th and even higher. Seventeen projects indicated that they do not set any precise level, which probably means that the actual level is not too high. The majority of the projects have courses equivalent to the third and fourth year of elementary school. In Somalia, the Department of Education has a literacy course for adults with some prior education and the level is that of the 6th elementary grade. When adults finish this course, they can be employed in clerical work. This same Ministry organizes another three-year course for elementary school leavers. The level attained at the end of this course is equivalent to the intermediate level of high school. On the other hand, there are some projects which do not go any further than the rudimentary knowledge which is given in the first grade of elementary school.

The controversy existing in this connection is worth mentioning. Adult Basic Education of the United States Office of Education considers adults with less than 4 years of elementary education as illiterates, while in some countries adults with four years of schooling can teach adult literacy classes. Obviously, the level to be attained depends on the socio-economic level of the country concerned, and the higher the level of sophistication of production, the higher the level of literacy needed to become "functional". Therefore, it is impossible to say that such and such a level is the "minimum" required. However, there is another aspect which appears important, namely the retention of literacy. In a study on retention in India, sponsored by

Unesco, one of the conclusions is that a minimum of five years of school education is necessary in order to ensure retention of literacy skills,* producing 19.8 out of a maximum of 24 points, while a 3-year course for adults gave no more than 17.1 points, the mean scores for school leavers and ex-literacy class participants being 19.15 and 13.15 points respectively. If the median score of the total sample (N=630, of whom 270 went to adult literacy classes while 360 went to school) is taken as the cutting point between "low" and "high" retention, then the school sample did significantly better with 67% of high retention as against only 30% of the other group.**

The contingency existing between the duration of the course and the level attained was worked out. This distribution of variables is shown in the table illustrated on the following page.

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* G. Flores in an article entitled "A study of functional literacy for citizenship in the Philippines" (Quarterly Bulletin of Fundamental Education, Vol. 2, No. 3, 1950, p. 24-28), arrives at the conclusion that 6 or 7 years of primary education are needed to ensure permanent, functional literacy. However, this referred to literacy in English, and the author concedes that less would be needed for literacy in the mother tongue.

** Kapoor, J.M. and Prodipto Roy; Retention of Literacy , New Delhi, Council for Social Development, India International Centre, 1970, pp. 35-38. (Mimeographed.) A summary of this study is available as Unesco document : ED/WS/219, Paris, 24 March 1971.

Duration of the Course and Level Attained

Level attained \ Duration of course	300 hours or less	301 hours or more	Total
No level indicated*	10	2	12
1 - 2	2		2
3 - 4	12	17	29
5 - 6	5	10	15
Higher	1	2	3
Total :	30	31	61

d.f. = 4

X^2 = 10.174 sig. at P.<0.05

The X^2 = 10.174 is significant at the 0.05 level, therefore we can conclude that there is a statistically significant relationship between these two factors. This is obviously to be expected, and since it also appeared that programmes of longer duration do not show a higher rate of drop-out, the conclusion that a course of long duration can be usefully organized if the purpose is to provide the participants with knowledge and abilities exceeding the barest minimum seems justified. This is important, as it shows that there is nothing against more elaborate courses which seem necessary in order to reach an adequate level which, especially in the case of work-oriented courses, cannot be attained in a very short time. The studies recently undertaken on retention clearly

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* This usually means "low".

show* (although more would be needed to provide greater certainty) that adult classes are at a disadvantage as compared with school education. It is probable that this is largely due to the low level attained in adult literacy, and this can only be remedied by spending more time and effort, with better-trained instructors, and by following the best methods.

The possibility of a relationship between the level attained and the average number of participants was also studied, (Chapter V, Table 1) and it was found that projects with a higher level have a higher average of students in their classes. Since the drop-out from larger classes tends to be lower than that from smaller ones, (see Chapter VI), this would mean that it is impossible to organize courses of longer duration, even with a limited number of teachers, by not insistir that classes should be particularly small. This would help, partly at least, to solve the very difficult problem of providing a sufficient number of well-trained teachers.

II. 6 & 7 Examinations and Certificates

Almost all the projects give tests and examinations at various stages of the course, especially at the end. The Summer Institute of Linguistics in Australia does not give special tests but questions on each lesson are incorporated in the body of the text. Some projects give tests at the beginning of the course to determine the level of the participants; e.g., the Department of Adult Education and Literacy in Ecuador has indicated that it gives diagnostic tests to the beginners in order to decide their level of literacy, because there are some semi-literates among the participants. Certificates are generally given to the neo-literates at the end of the course. About 40% have indicated that a certificate is an incentive for the students to complete the course.** There are few projects which do not give any certificate; e.g., the tobacco growers' programme in Nigeria, a temporary, experimental project, did not give any certificate to those who completed the course, but prizes were given for regular attendance.

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* Kapoor and Roy. op. cit.
Simmons, John L. Towards an Evaluation of Literacy and Adult Education in a Developing Country; a pilot study. Cambridge, Mass., Harvard University, Department of Economics and Graduate School of Education, Sept., 1970. iv, 172, 34 p., mimeographed (Unesco contract ED 62 84.)

** This is not confirmed by statistical evidence, see Chapter VI, Section h.

II.8 Places Where Sessions are Organized

School buildings have been the most common places in which to hold classes for the majority of projects. Literacy classes are usually held after the ordinary school hours, and therefore there is no difficulty in using the classrooms. However, there may be objections to using the school; a number of participants may feel somewhat embarrassed by going "to school", quite apart from the physical discomfort the narrow benches may cause. Moreover, since the school teacher is in many cases also the leader of literacy groups, the school atmosphere will not particularly help him to change his attitude when dealing with adults, although all training courses urge him to do so.

Other places, such as community halls, factories, mosques, churches and homes, are also used for this purpose, and in general would seem better. A project may hold classes not only in one fixed place, but in several places; e.g., the Education Foundation "Padre Landell de Moura" in Brazil holds classes in various places. The National Committee in Iran organizes classes wherever convenient, as well as in schools. In 1968 there was even a class in a tea-house where people used to spend their leisure time.

Of the projects replying to the relevant question only two had special literacy centres. The Summer Institute of Linguistics in New Guinea has simple literacy centres built by the local people, which is, at the same time, an indication of their interest. The Ministry of Social Work and Housing in Tunisia also has special literacy centres.

Most of the classes in urban areas are lit by electricity. In rural areas, where electricity is not available, lanterns are used, but this does not seem to cause any major difficulties, provided the visual aids are large enough and well-designed.

II.9 Classes During Working Hours and Facilities Offered by Employers

In the case of factory workers, literacy classes are sometimes held during working hours or else students are paid for the hours spent in class. Fifteen projects mentioned that there are classes during working hours. The"Serviço Social da Industria" in Brazil organizes several classes in the buildings of certain enterprises.

These classes may take place immediately after the working hours or during the interval between lunch and the beginning of the second working period in the afternoon. The employees joining the classes are paid per hour. Some organizations offer a light meal to the class participants, free of charge. In the literacy classes of the National Campaign for Literacy and Cultural Promotion, Spain, the companies give one working hour and the workers have to contribute one hour from their own free time. In Venezuela the employers allow the students to join classes for as long as required. They also offer a place for the organization of classes and they sometimes appoint teachers too. Twenty-four projects indicated that employers offered facilities for the running of their programmes. In Indonesia employers pay for the teachers of the Directorate of Community Development. In Kuwait, employers offer free time to participants in the Ministry of Education literacy classes allowing them to prepare themselves for, and to sit for examinations. This is also the case in Tunisia and Hungary.

II. 10 Follow-up Courses

Follow-up courses are important factors in preventing the neo-literates from relapsing into illiteracy. It is interesting to note that most of the projects replying to this question have some measure of follow-up for the neo-literates (68% said yes, 11% said no, and 21% did not answer this question). It may take the form of higher classes, reading groups or vocational training organized by the same literacy organization or by others. In Ecuador, Guatemala, Kuwait and Tunisia, there are technical and vocational schools for adult neo-literates and they are encouraged to attend.

In Venezuela, there are Cultural Extension Centres, Communal Farm Schools,Teaching Units for Economics and Centres for agricultural training, which prepare large number of neo-literates in different fields. In Afghanistan, those who complete the literacy course are able to go to evening classes at the secondary level.

In Brazil, neo-literates are encouraged to carry on in their respective fields of interest. Better positions are offered to those who continue. These follow-up courses have enabled some of the neo-literates of the literacy courses of the "Serviço Social da Industria" to attain high positions in the country, even in politics. The "Gitarama Radio University" in Rwanda has an agricultural and civil construction centre for those who are interested in improving their ability in these fields after they finish

the regular literacy course. In Afghanistan the Women's Welfare Society runs classes in cooking, embroidery and typing for women neo-literates who have attended the Ministry of Education literacy classes.

Several projects indicated that they try to develop the habit of reading among the neo-literates by providing them with follow-up materials, either by organizing reading groups (Directorate of Community Development in Indonesia)*, or by supplying books in other ways. The latter will be discussed in detail in Chapter IV in the section on follow-up materials.

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* Martadidjaja, P.S. "A New Approach to Adult Literacy", Literacy Discussion , Vol. II, No. 1, Winter 1971. p. 93-97.

TABLE II

PROGRAMME (COURSE)

%			Content of the course	Arithmetic	Language used in the course: Type	Language used in the course: Language Problem	Duration of the course	Level attained at the end of the full course	Exam.	Certificate	Places where sessions are organized	Classes during working hours	Employer offering facilities	Follow-up course
	24	special content												
	58	no special content												
	14	both												
	4	primary school content												
	41	adapted for adults												
	34	primary school												
	3	no arithmetic												
	22	no answer												
58.46	76	national												
23.85	31	vernacular												
16.15	21	foreign												
11.54	2	no answer												
	8	yes												
	74	no												
	18	no answer												
	47	300 hours and less												
	38	301 hours and over												
	15	no answer												
14.52	17	no precise level												
1.70	2	1st elementary												
3.98	7	2nd "												
13.67	16	3rd "												
26.49	31	4th "												
2.56	3	5th "												
16.25	19	primary certificate												
4.27	5	higher "												
14.54	17	no answer												
	85	yes												
	2	no												
	13	no answer												
	76	yes												
	7	no												
	17	no answer												
35.65	64	schools												
26.76	48	community hall												
10.65	19	factory												
10.00	18	mosque/church												
8.43	15	homes												
2.27	5	open air												
6.21	11	no answer												
	15	yes												
	53	no												
	32	no answer												
	24	yes												
	13	no												
	63	no answer												
22.88	24	higher level												
11.43	12	reading groups												
12.38	13	vocational training												
20.44	22	classes organized by others												
11.43	12	no follow-up												
20.44	22	no answer												

III - Method and Teaching Aids

III.1 Nature of the Method

The different methods of reading and writing instruction applied by different projects were put into the 4 main categories shown in Graph 2.

In the Synthetic method, the scriptural elements are combined with the next higher unit, e.g., letters to syllables and syllables to words. The following sub-groups belong to this category : a),the alphabetic method, in which names of letters are used as a means of recognizing the words and pronouncing them; b), the phonetic method, in which the sounds of single letters or several letters are emphasized; c), the syllable method, in which the primary units studied are syllables.

In the Analytic (global) approach, instruction begins with an entire unit and then examines its component parts (phrase, word, syllable or letter). It stresses an understanding of the full meaning of a verbal unit from the very beginning. The following methods are put into this category : a), the word method, where reading begins with the recognition of whole words; b), the phrase method, where the phrase is the initial unit - based on the assumption that this greater unit is more meaningful and interesting to the adult pupils; c), the sentence method.

In the Eclectic method, analytic and synthetic approaches are used simultaneously. Single words are commonly used to start with but are immediately analysed into smaller parts and then from the divided smaller parts new words and sentences are made. This method is widely used in languages where the phonetic value of syllables and letters generally remains the same.

The Laubach* method is not really a different method, but a variation of the synthetic method; the shape of each letter is associated with an object, the name of which

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* Laubach, C. Frank and Robert S. Laubach. Toward World Literacy; the each one teach one way. Syracuse, Syracuse University Press, (4th printing 1967) xiv, 335 p., tables, appendices.

begins with the letter concerned. For example, in teaching "K", the word "kick" might be used, showing a man kicking with one foot high in the air, or the letter "S" can be associated with the word "snake". This method was devised by Dr. Frank Laubach and it has been adapted to 274 languages. For this reason and because of its special pictorial emphasis, it has been mentioned as a separate method, but it is obviously a variation of the synthetic method.

Of course, there have been other ways of classifying methods used in teaching adults; e.g., Hand and Puder have distinguished 6 methods,* William Gray has classified the methods into broad groups on a historical basis - those which developed early and were originally very specialized, (alphabetic, phonetic and syllabic methods); and those which are recent and more or less eclectic, (word method, phrase method, sentence method and story method).**

The classification of methods in this study has been made on the basis of the replies to the Institute's questionnaire.

Some projects used more than one method; e.g., the Ministry of Youth and Community Development in Jamaica used the global method in the first primers and the eclectic one in the rest.

Each project gave a special reason for adopting a certain method. Eighteen projects using the synthetic method indicated that it is easy to handle and that teachers can grasp the method easily. Primers were prepared on that basis. Obviously, a language with almost phonetic spelling

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* Hand, S.E.; Puder, William H., "A preliminary overview of methods and techniques in adult literacy and adult basic education", The Florida Adult Educator, 18: 1, April-September, 1968. (A summary is published in Literacy Discussion, Vol. I. No. 3, 1970, p. 61.)

** Gray, William, The teaching of reading and writing . Paris : Unesco, 1963, pp. 75-86.

Graph 2

LITERACY METHODS APPLIED BY

THE PROJECTS WHO HAVE REPLIED TO THE INSTITUTE'S QUESTIONNAIRE

Synthetic 59°

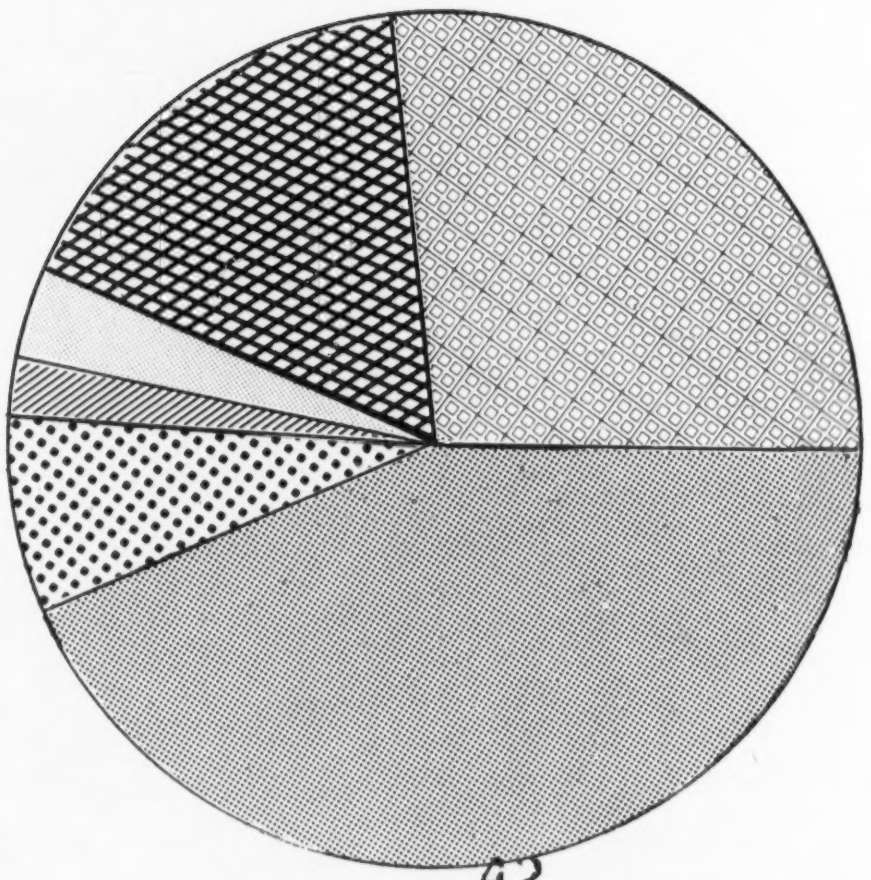
Analytic 98.2°

Eclectic 157°

Laubach 26°

Keyword 6.5°

Not answered 13°



readily lends itself to this method. As regards the analytic method, it has been said that it is more interesting for adults to start with something meaningful, and that it helps the adult to retain what he learns and so makes him feel more mature. Those preparing primers with a work-oriented content generally feel that it is more appropriate to use this method, because one can select a short sentence related to the content one has in mind. However, the distinction between this method and the next is not really very sharp.

The eclectic or mixed method which is used by the largest number of projects (more than 50%) was said to be more effective because it is based on the psychological characteristics of adults, and recognition of word and syllable takes place simultaneously. Better results are obtained in a shorter period and it is easier both for the teachers to teach and for the adult illiterates to learn.

The 7 projects which adopted the Laubach approach said that they selected that approach because it was convenient and audio-visual. The description of the characters of alphabets and the way they are associated with common objects familiar to adult illiterates also makes the approach more successful. Similarly, some projects used the "key-word" method, starting with a particular word, analysing it and making new words by using the syllables and/or letters thus obtained. This is obviously an eclectic method, but was mentioned when the first word was to play an important role in the total system.

Few of the projects indicated that they selected a particular method because of its special relevance to the language they use in literacy classes. The Ministry of Public Education in Ecuador indicated that, because of the vocal and phonetic nature of the eclectic method, this method fits in best with the characteristics of Spanish. The Military Governor's Office in Nigeria said that the synthetic method is well-suited to Hausa orthography and word-construction.

An amazing fact is that none of the projects indicated that it had ever made a systematic comparison of the use of different methods, and that, apart from the work carried out by Neijs, on two very small samples and over a short period,*

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* Neijs, Karel, "An experimental course in adult literacy". Noumea, New Caledonia, South Pacific Commission, 1958. 64 p. (See Literacy Discussion, Vol. I, No. 3, for an abstract of this study, p. 84-86.) The result was not conclusive.

very little seems to have been undertaken in this field. This does not mean that in certain projects no experiments have been carried out (see next section), but it would appear that these lack the strict scientific approach which would be needed for a definitive conclusion concerning a specific method applied to a particular language. In the experiment conducted by Neijs the author also concedes that the slight difference found may be due rather more to external factors (somewhat higher attendance and level of intelligence of one group), than to the merit of the method itself.

It would seem that (1) the nature of the language and its spelling, (2) the fact that the method is to be used for adults, and (3) the ultimate purpose of the literacy effort are the three factors which should be taken into account if ever a significant experiment is to be undertaken.

However, there is at present a problem which seems more important than the more technical one of the relative merits of the three main methods of teaching, reading and writing. This is how to integrate the different elements of which a "functional literacy" or "development education" course consists. Besides the three R's, one has to provide knowledge of participants' jobs, as well as technical training. How to combine these elements is no simple problem, and the various work-oriented projects have all been trying to achieve a well-integrated course.

It is probably too early to state that any generally-accepted system has been conceived. In fact, the very purpose of the experimental projects initiated by Unesco was to try out various approaches. The W.O.A.L. Project in Iran, after several years of experimentation, hopes to have found a solution which has gradually emerged from the various programmes. Not all of these programmes were intended for specific occupational groups, although a certain specialization has been partially considered, even in the following general programmes : General Agriculture; Pre-Vocational Training; Health, Nutrition and Family Planning, which are called "general" in the absolute sense of the term. In addition, 15 specific programmes have been developed. In a provisional publication, Principles, Methods and Techniques for Elaboration of Functional Literacy Programmes , the Project gives a summary, accompanied by a set of models and charts.

It is impossible, within the limitations of this report, to go deeply into this method and this may not be necessary since certain important aspects have already been

published in Literacy Discussion.* However, further aspects have since been developed and the publication provides an example of integrating science teaching with a technical demonstration and one of "integrating graphicacy with applied technology", (this shows how one leads the adult learner from a simple box containing a battery, a lamp and a switch to the technical symbols used in a normal circuit diagram). Similar integrations are applied to "social aspects with technical content", (e.g., how a simple tool, such as a hoe, has been improved through history), and to "mathematics and technical content". An effort is made to simplify arithmetical operations. Instead of elaborating on units, tens, hundreds, etc., an attempt is made to follow the process of adult mental calculation. For instance, the adult learner is asked to write a certain number on the blackboard, at the same time pronouncing it : e.g., to write the number 2367, saying at the same time : two thousand three hundred and sixty seven; the different values of each figure and the correct placing will follow automatically.** Subtraction is simplified to reversed addition, as performed by a shop-keeper on receiving 5 dollars when the customer has to pay $2.90 and saying "10 cents make three dollars, and two dollars make five". Similarly, special methods for multiplication and division have been devised, while, of course, an example

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* See Vol. I, No. 1, C. Bonanni and C. J. Leven : "Literacy for Industrial Workers", (pp. 11-25) including a complete weekly sequence, followed under the same title by replies to remarks made on the first article, in Vol. I, No. 2, and finally C. J. Leven's article "A Pragmatist Looks Back", in Vol. II, No. 3.

** This may not be true in all cases or in each language. Had the example been 2317, then the adult not knowing anything about units, etc., would probably have written 2371 or even 23710. This would offer the same difficulty in Farsi, but it is not too difficult to overcome.

of language and technical knowledge integration has also been given.* The new publication further elaborates on this problem by distinguishing between "thematic" and "athematic" words, the former being technical terms, the latter general words such as common nouns, verbs, adjectives, etc. A further distinction is made between the thematic words known and unknown to the particip..nts. The programme gradually introduces, besides the general (athematic) words, the known and unknown thematic words, obviously giving the lowest frequency per lesson to the last category. In this way, the group will have acquired about 1100 words after the first stage of 8 months. These words are, of course, repeated several times - in the books, weekly bulletins and work sheets.**

In the second stage of 8 months, 1200 words will again be acquired, so that about 2300 will be known at the end of this stage.

However, this gives only a very partial impression of the method, as a considerable part of the practical work has not been mentioned, and neither have the exercises in technical drawing.

This is one example of a work-oriented project, while another has also been given (Tanzania) in Literacy Discussion,*** and a more general discussion of the problem is

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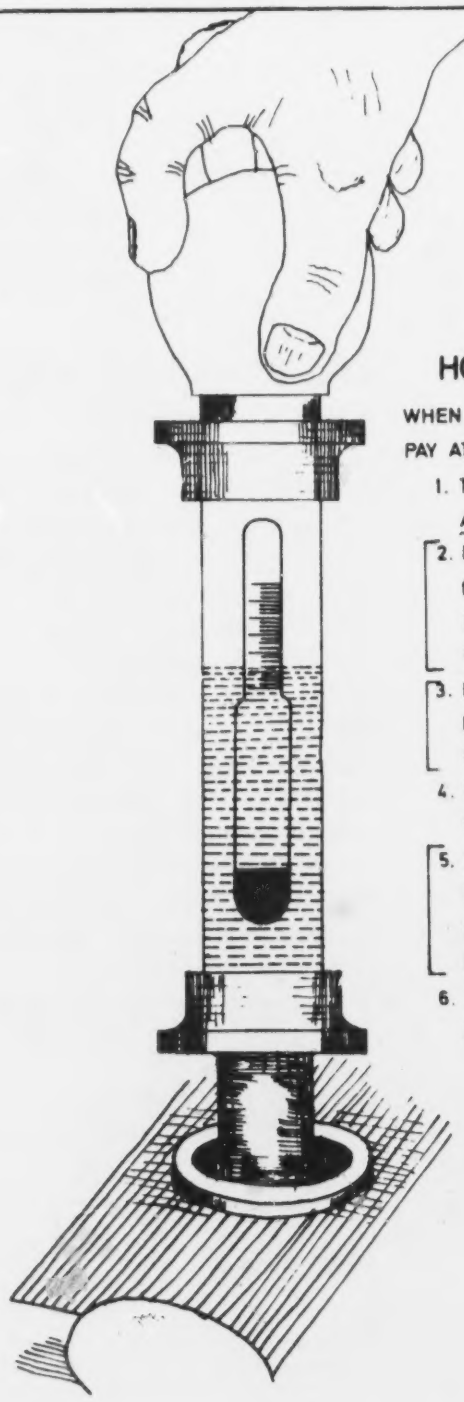
* This has already been described in some detail in Literacy Discussion in the "Reply", Vol. I, No. 2.

** We reproduce two pages from the publication mentioned above (pp. 41 & 42) which are intended to show, 1) the difference between thematic (known and unknown) words and athematic words, and 2) the grammatical and syntactical forms commonly or not commonly used by the adult learners. It is clear that these pages are specially written for this purpose, and in the actual text in Farsi these distinctions are obviously not shown.

*** H. S. Bhola, "The Methods and Materials of Functional Literacy", Vol. I, No. 4, Autumn 1970.

ANALYSIS OF THE GRAMMATICAL AND SYNTACTICAL ASPECTS OF A BOOK PAGE TEXT



IM I

PAGE

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HOW TO USE THE HYDROMETER

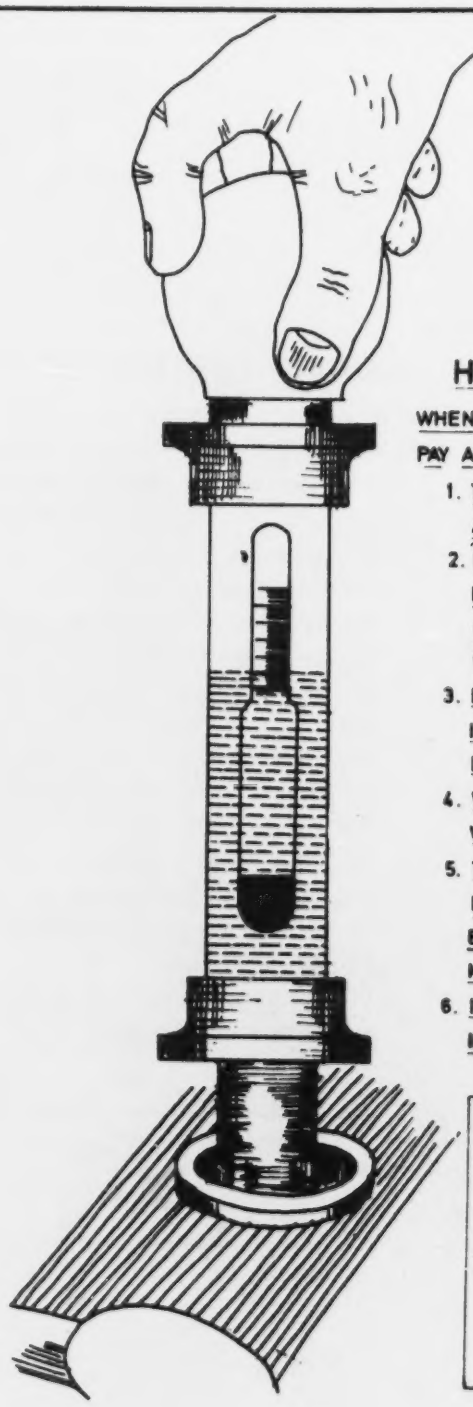
WHEN WE USE A HYDROMETER WE SHOULD PAY ATTENTION TO THE FOLLOWING POINTS:

1. THE TUBE OF THE HYDROMETER MUST BE AT LEAST 2/3 FULL OF ELECTROLYTE.
2. IF TOC MUCH ELECTROLYT IS TAKEN INTO THE TUBE THEN THE FLOAT WILL HIT THE TOP AND A CORRECT READING WILL NOT BE POSSIBLE.
3. IF TOO LITTLE ELECTROLYTE IS TAKEN INTO THE TUBE THEN THE FLOAT WILL NOT RISE SUFFICIENTLY TO GIVE A READING.
4. WE SHOULD KEEP THE HYDROMETER VERTICAL SO THAT THE FLOAT IS FREE.
5. TO GET A CORRECT READING, THE ELECTROLYTE IN THE HYDROMETER SHOULD BE HELD AT EYE LEVEL, OTHERWISE A MISTAKE IS POSSIBLE.
6. IF ACID CONTAMINATED THE SKIN WASH IMMEDIATELY THE AFFECTED PART.

~~~ GRAMMATICAL FORMS NOT COMMONLY USED BY THE ADULTS

[ ] SYNTACTICAL FORMS NOT COMMONLY USED BY THE ADULTS
~~~

ANALYSIS OF THE LEXICAL ASPECTS OF A BOOK PAGE TEXT



HOW TO USE THE HYDROMETER

WHEN WE USE A HYDROMETER WE SHOULD PAY ATTENTION TO THE FOLLOWING POINTS :

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4. WE SHOULD KEEP THE HYDROMETER VERTICAL SO THAT THE FLOAT IS FREE .
5. TO GET A CORRECT READING, THE ELECTROLYTE IN THE HYDROMETER SHOULD BE HELD AT EYE LEVEL, OTHERWISE A MISTAKE IS POSSIBLE .
6. IF ACID CONTAMINATED THE SKIN WASH IMMEDIATELY THE AFFECTED PART .

I. NUMBER OF WORDS	WITHOUT REPETITION	WITH REPETITION
— ATHEMATIC WORDS	56	97
--- KNOWN THEMATIC WORDS	10	17
~~ UNKNOWN THEMATIC WORDS	2	9
TOTALS	68	123

II FREQUENCY

THE :	15	FLOAT :	3
A :	5	WE :	3
HYDROMETER:	5	TO :	3
ELECTROLYTE:	4	IF :	3

provided in the same issue.* Similarly, an extensive report on a Seminar, organized by Unesco in Tunisia (May-June, 1970) for those responsible for adult literacy projects in "French-speaking" Africa,** can be found in that number to which reference should be made for an idea of the difficulties involved, and the solutions found until now.

III. 2, 3 & 4 Whether a Method was Prepared for Adults, Experimentation before Adopting this Method, and Previous Study to Select Content

As indicated in the replies, the literacy method used in most of the literacy classes was prepared for adults (77 projects) and only 15 said that they are applying methods which are used for children. A study of the primers and other reading materials shows that they understood adapting the method for adults to mean the changes that they have made in the lay-out and content of the primers. These changes have been made as a result of experiments in a few cases; e.g., the Department of Adult Education, Ministry of Social Work and Housing in Tunisia, as the result of an experiment, changed its method from analytic to eclectic. In Venezuela they started to use the Laubach Method in 1944. After some time they found that this method required very special training for the teaching staff and extensive materials before it could be used effectively. In 1946 the Cumana Teachers' Training College in Suere State launched an experimental project in teaching literacy by using normal words (global method). This project was launched in two places, and approximately 14,500 persons were taught by this method which proved to be a more successful approach in this programme.

Some projects have adopted methods and approaches with which experiments have been made by other projects and in other countries. The National Literacy and Permanent Adult Education Services in the Congo adopted the CREDIF approach, which is based on the eclectic method, in teaching French to adult illiterates. This approach had been tried out in Morocco with the workers of a factory and

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* H.P. Saksena, "Framework for Analysis of Functional Literacy", Vol. I, No. 4, Autumn 1970.

** Similar Seminars have since been organized by CREFAL for Latin American countries and by ASFEC for the Arab States, (see Vol. II, No. 2, pp. 230-233 of the same journal).

proved to be successful. The Catholic Women's Federation in Ghana had adopted the Laubach method on the basis of experiments which were made with this method in Ecuador, India and Syria.

III.5 Basis for the Selection of Vocabulary

The selection of vocabulary is usually made on the basis of daily usage of words, both conversational and technical, if the programmes are designed for special groups, with obvious linguistic considerations. The words used daily are the ones which are most frequently used by the majority of people. Word counting, which is the identification of such words, is carried out by several projects in order to produce reading and teaching materials for new literates. Literacy House in India has sponsored studies on vocabulary for adults in order to prepare materials for the literacy classes.

However, as pointed out already, there are also linguistic considerations. Most primers start with short words which are selected in such a way that, by the end of the primer, all the characters of the language concerned, except perhaps a few which are very seldom used, should be known. However, the length of a word is not necessarily a problem, even in the rather early stages, provided it is well known to the learner and is not especially difficult. Such a word may be needed if the technical part of the programme requires it. For instance, in many languages the word "radiator" is used, perhaps with slight variations. Such a word would be well-known to auto mechanics, and could probably be used relatively early in the programme, since it does not provide special spelling problems. However, it would make no sense to use it in a programme for rice farmers.

Here the problem of word counts is clearly shown. In most cases such counts are based on written sources, and therefore provide lists which contain the most often used words in those sources,- but which sources have been used? Newspapers are often indicated, resulting in relatively heavy emphasis on political and economic terms which are often completely unknown to illiterate groups, particularly in rural areas. It would seem, therefore, that it is wise not to rely too heavily and too exclusively on such lists, unless the source is indeed the same as that from which the target groups derive their words.

In this context it may be of interest to mention the word list prepared by the University of Punjab in West Pakistan.* The authors derived their basic materials from taped conversations held with young children and essays written by older children in different villages in West Pakistan, which means that this list (with special indications of the relative frequency in each area) would seem to be really useful for the preparation of primers and further materials for children, probably differing according to the area concerned.

However, although this is obviously not meant for adults, the system of using taped conversations as source material should be remembered. The West Pakistan Agricultural University at Lyallpur prepared a word list based on the most frequently used and needed words in agriculture, totalling 1200 items which would enable farmers to read about their specific problems.**

The Board of Education and Literacy of Adults in Guatemala has selected the vocabulary of the primers from 1500 words most used in Spanish printed materials, prepared by Dr. Ismael Rodringuez Bou.

Some projects simply use lists of words which have already been made. The National Literacy Service in the Congo uses the CREDIF word list in French primers. In Jamaica, the Literacy Section of the Ministry of Youth and Community Development has selected vocabulary from a list called the "Dale List" which contains 796 easy words.

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* "Basic Urdu Vocabulary in West Pakistan". Bulletin of Educational Research. New Campus, Lahore, University of Punjab, Institute of Education and Research. Vol. 7, Nos. 1-3, 1968. Vol. 8, Nos. 1, 2, 1969.

** Ch. Ghulam Hussain, "Communicative Publications for Neo-Literate Farmers", in Literacy Discussion, Vol. II, No. 3, Summer 1971.

The Gujarat State Social Education Service in India selected words from a list which was prepared by the social service experts.

III.6 Teaching Aids

To make teaching more effective and more interesting to adults, different teaching aids, varying from simple charts to radio and T.V., have been used by different literacy projects.

Charts and posters, which are not expensive and in most cases easily made, are used frequently and for different purposes; e.g., the National Literacy Programme in Iran is using 8 charts as a pre-primer. The main purpose of using these charts are : to train the adult's eye movement from right to left (the Persian script starts from the right), to train him to listen more carefully so that he can differentiate between sounds and syllables, and to teach him how to take a pencil in his hand. Writing starts with these charts by drawing different shapes of the Persian alphabet at the bottom of each chart. (Charts No. 2 and 8 are reproduced on pp. 47 & 48.) Apart from this, these charts show pictures of persons and objects well-known to the illiterates as an exercise in picture recognition. In this context, attention should be drawn to the often poor quality of the pictorial material. In the large majority of cases, ink drawings by amateurs are used. There is reason to believe that ink drawings as such are not the best way of conveying a message to illiterates who have not yet acquired the habit of automatically translating a two-dimensional graphic symbol into the three-dimensional reality.* If such drawings are badly made and poorly reproduced, it is clear that their value as "illustrations" becomes very doubtful.

The classical teaching aid, the blackboard, is used by almost all the projects and, therefore, it is not included in the table. The "combined board", which was developed on the basis of a similar board used by Literacy

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* See the articles concerned with this problem in the Summer 1971 issue of Literacy Discussion, particularly that by Dr. A. Fuglesang, who found that cut-out photographs, pasted on white paper, giving sufficient detail without a confusing background, were most easily recognized (230 points), while the commonly-used line drawings gave very poor results (15 points).

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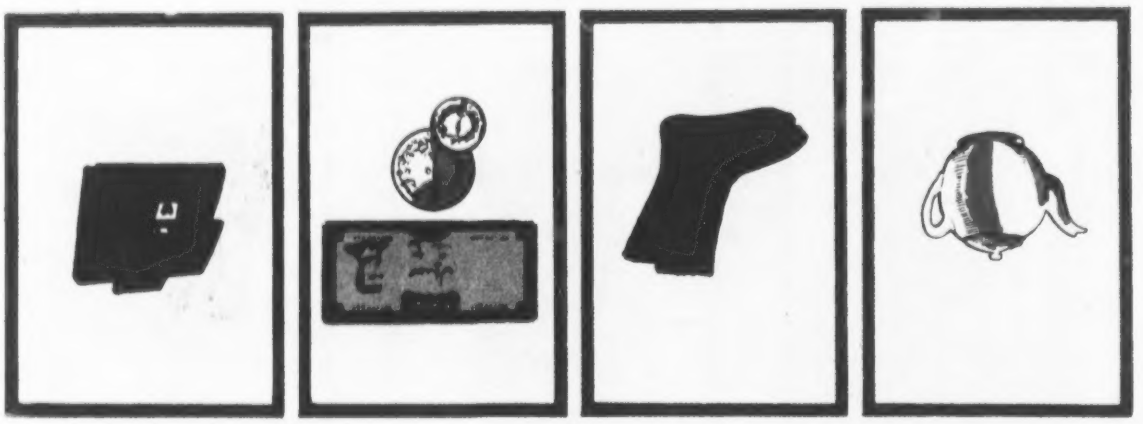

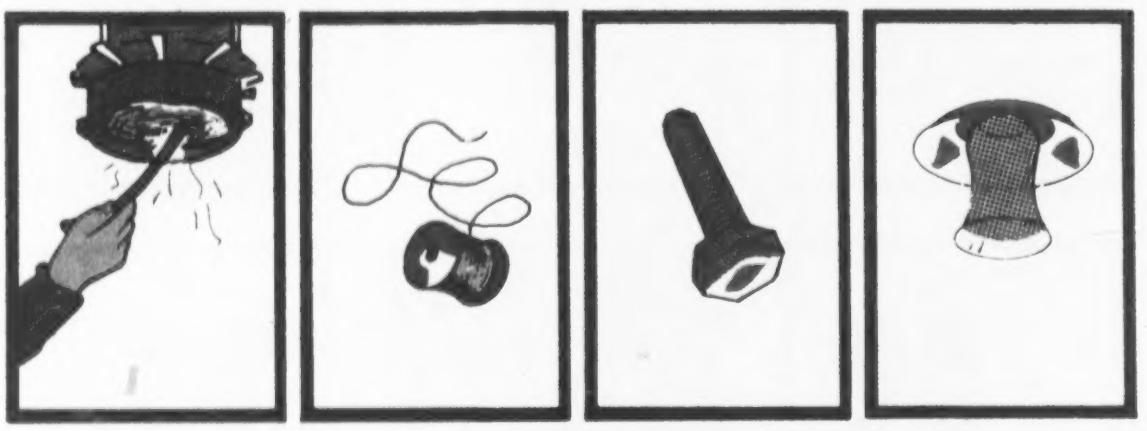

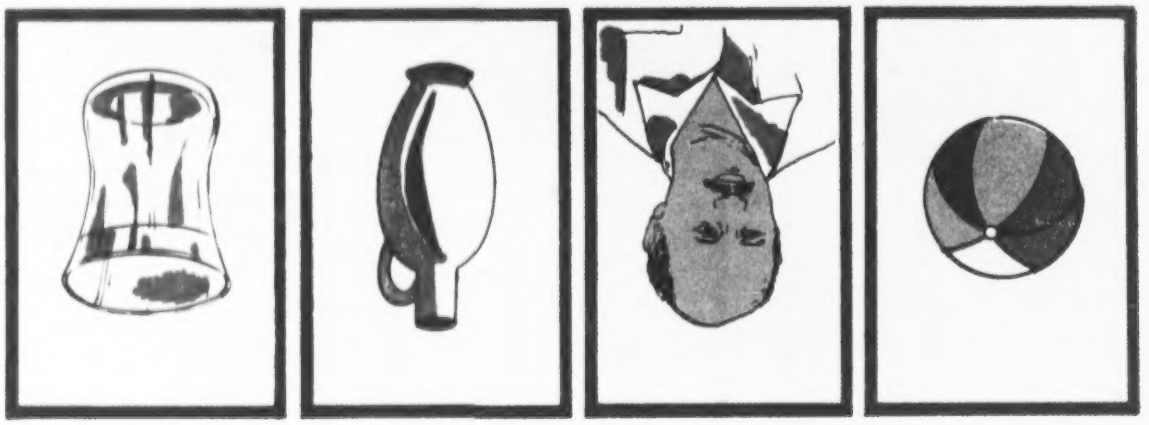

House, India, by the Adult Basic Education Office in Pakistan, a private organization which publishes literacy books and materials, is an interesting and practical aid. (See picture p. 50.) A metal box is attached to the back of the board which serves as storage space for other teaching aids. This box on the back also allows the board to stand upright on a table, chair, or on the floor. There is a double strip of plastic across the top with flash cards. This strip replaces flannel, which proved unsatisfactory.

No blackboard is used at the preliminary stage of the functional literacy project of the Ministry of Culture and Community Development in Uganda, but writing is practised on polythene, which is given to each student. Chalk or a ballpoint pen can be used on the polythene, but not pencil. A little moisture erases the work easily. Letters can also be covered with polythene and practice on each letter is possible in this way.

Puppetry is another interesting teaching aid for communicating new ideas and information to adults. Where puppetry is a strong cultural tradition it can be particularly effective. Literacy House in India produces puppets and through experiments it has found them to be very effective aids in teaching adults. The difficulties that many persons with low literacy level experience in perceiving and interpreting symbols, graphs or cartoons do not seem to arise with puppetry.

Efforts are being made to find simple techniques for preparing primers which impart literacy quicker and make it more interesting to adults . Dr. Samuel Kliger has found a simple technique for preparing a primer on a self-instruction and self-correction basis. Here the learner is presented with a multiple choice. He moistens his choice with plain water (a twig dipped into water is perfectly effective and even saliva will work). The materials are non-toxic, do not deteriorate with time, and must be protected only from water. Humidity does not affect the page. All the choices are in black print on white paper when dry. However, different substances are added to the ink in printing the correct answers and the wrong answers. The learner sees how far he has progressed when all the correct choices turn green and all the incorrect choices turn red. The correct answers are printed at random. This technique has two advantages : no instructor is needed to correct the work,

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and the printing procedure is inexpensive.*

In Isfahan, Iran, the Work-Oriented Adult Literacy Project has experimented with an intensive literacy course using 8 sets of illustrated words analysed into letters which consist of 2 turning discs providing 96 words. This technique has been devised by Mr. Bong Lamto, ILO expert. Each disc is divided into 8 sections in the inner zone and 16 sections in the outer zone, printed on both sides. The two discs are mounted between two sheets of asbestos, from which 4 windows of the size of the sections on the discs have been cut out, permitting the user, who can turn the disc, to see one item only. Therefore, his attention is exclusively concentrated on the word, picture and letters shown in one section, (see p. 52). Another advantage is that these asbestos sheets protect the disks, so that there is no wear and tear, while production is inexpensive. However, the greatest advantage may well be that this "apparatus" is not a common book, but a "teaching machine" which enhances the status of the user, particularly in the eyes of his (her) children who have to learn from mere books. The words are mostly selected from terms used in textile industry training, of which this is the first phase. Particular stress is laid on forming new words with the letters gradually learnt. At the end of the exercise, which is reached after 6 weeks of 6 hours a week, the participants know all the letters, combinations of letters, vowel signs, and numerals (Farsi, Arabic and Roman), for which separate small windows are cut out, and are ready for a vocational training course in textiles with further work to complete their literacy and arithmetic abilities. The set of discs is accompanied by 3 small booklets to be used by the participants in their "homework".

The Division of Adult Education in Brazil, in order to overcome the problem of unqualified teachers and also the scattered nature of the illiterate population in that country, is using a set of teaching aid materials.

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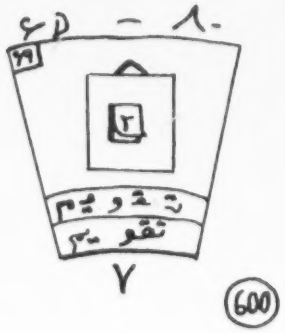
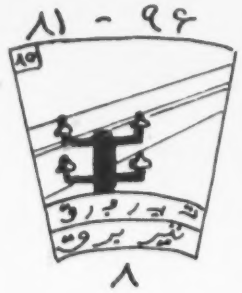
* Further information on this copyrighted technique can be obtained from Dr. Kliger, c/o Rezaiyeh Agricultural College, Rezaiyeh, Iran.





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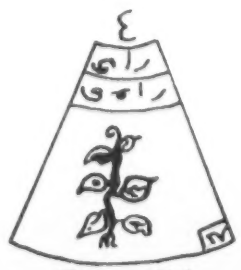

This set comprises 50 lessons recorded on magnetic cassette-tape with musical interludes; a mini cassette battery-powered player, ten posters, 30/40 text-books and a monitor's instruction manual. The set is meant to place a complete literacy course at the disposal of lay volunteers and/or less qualified teachers.

The Gitarama Radio University (Rwanda) aims at developing ruralized, audio-visual primary education and at broadcasting basic education programmes for adults and also religious instruction. It produces visual programmes, a series of slides with written texts for the instructors in the programmes for children and adolescents who missed school, thus providing in 4 years a complete 6-year primary education. The lessons in French are taped to ensure that the correct pronunciation is learned. The teaching procedure is as follows :

Each subject covered includes a varied number of slides, combined to make up a lesson according to educational norms. After introducing the subject, the monitor projects the first slide. Then the procedure is as follows :

- Individual, silent observation of the projected image;
- Explanation of the image by the teacher, or by questioning (analysis);
- Instructive explanation centred on the image;
- Group, or individual, exercises on slates or in exercise-books, manipulation if the subject is arithmetic, etc.;
- Synthesis, extracting the educational content from the image;
- Test of comprehension, by the instructor;
- Synthesis and memorization by the pupil of the elements learned.

In June 1969 the first four years of study were completed and positive results were obtained : 76% of the candidates received the official certificate. It was found that students learn better and more rapidly, discipline

is easier and attention is greater. This system is actually cheaper than when books were used, as the latter cannot be used for more than two years, while the slides after 4 years appeared to be in perfect condition.*

Radio amd T.V. are becoming more and more used by literacy projects as a means of instruction, or as a support to the course. Imparting literacy is not always the purpose of Radio and T.V. literacy programmes. Sometimes they are used in addition to traditional instruction in order to provide topics for discussion; e.g., the programmes broadcast by Radio Clubs in Nigeria and the Congo are followed by a discussion led by specially-trained monitors.

Several projects use Radio and/or T.V. as the main means of instruction; e.g., Radio is used in Afghanistan, Ethiopia, the Congo, Iran (Isfahan), and Venezuela. T.V. is used in Jamaica, Tunisia, Italy, the UAR, etc., and in various projects in the USA.

Several other projects have indicated that they are using these media as an aid in the course, e.g., Malta, Colombia and Cuba.

There have been many experiments to evaluate the advantages and the disadvantages of these media in the field of adult illiteracy, but, as Professor Neri, Director of Italian Educational T.V., explains, "It is too early to draw up a balance sheet of the contribution Radio and T.V. have made to literacy campaigns .... because the literacy courses broadcast and televised have been too different and too short-lived to give an exhaustive reply, and have not been based on and followed by indispensable research and evaluation.". Such a systematic comparison has been made in Jamaica, but its results are not yet available. Certain evaluations have also been carried out in the USA.** However, it will be necessary to organize more experimental studies in different cultures to be in a position to judge the pros and cons of these two media, including financial and organizational aspects, as compared to projects using instructors, cassette recorders, and combinations of these media.

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* See the more complete description in Literacy Discussion, Vol. II, No. 3, Summer 1971.

** See the two evaluations in Literacy Discussion, Vol. I, No. 3, Summer 1970, as well as the editorial comments.

Projects using these media were generally pleased with the effects they had on regular attendance of the participants in the course and the effectiveness of teaching. In literacy classes of the Ministry of Youth and Community Development in Jamaica, the rate of illiteracy was lower in classes using Radio and T.V., where the rate of drop-out was 37%; in ordinary classes the rate was 50%. The time taken to complete the first three primers was also reduced from 10 months to 6 months, with better achievements. However, much depends, of course, on the quality of the programmes, and the abilities of the instructors.

The possibility of a relationship between the use of Radio and T.V. and the rate of drop-out was studied in the projects replying to the two respective questions and will be discussed in Chapter VI. However, no significant relation was found to exist between these two factors.

T A B L E I I I

METHOD AND TEACHING AIDS

Teaching method		Method prepared for adults		Experimentation before adopting method		Previous study to select content		Basis for the selection of vocabulary		Teaching aids	
	%										
synthetic	16.00	18									
analytic (global)	28.00	30									
eclectic (mixed)	42.70	50									
Laubach	7.00	8									
no special method	.87	1									
no answer	3.50	4									
			yes	77							
			no	15							
			no answer	8							
					yes	65					
					no	20					
					no answer	15					
							yes	48			
							no	16			
							no answer	36			
									linguistic	30	
									daily use	46	
									technical	42	
									others	3	
									no answer	11	
										charts and posters	44
										flannel board	23
										films	29
										slides	19
										tape recorders	18
										radio	35
										T.V.	11
										puppets	5
										no special aids	3
										no answer	6

IV - Materials

IV.1 Reading Materials

Reading is an essential part of learning and reading material is a principle vehicle for the dissemination of knowledge. Some have compared the usefulness of "learning to read", when there are few reading materials, to "learning to swim", when there is no water. It cannot be denied that there is still very little suitable material for adults attending literacy classes and even less for neo-literates. Twenty projects in this study indicated that their main difficulty in organizing literacy classes is the lack of material, e.g., Ghana, Liberia, Somalia, etc. In some places there is no qualified personnel to prepare the material, e.g., in Jordan and Bolivia. In other places there are no machines to produce them, e.g., Liberia and Uganda, and usually projects are confronted with both problems.

Reading materials were given special importance in the Literacy Campaign in Russia in the decade 1920-1930. The Central Publishing House of the Peoples of the USSR was established in Moscow in order to support the literacy centres with literature and textbooks. Certain national and particularly regional newspapers devoted some pages to easy reading materials and served as ABC books. There was even a printing shop in the Krasanaya Zvezda steamship in which Nadezhda Krupskaya made a voyage in 1919 in order to assist the local educational centres down the Volga River.

There are a few institutes which specialize in preparing reading materials for several other literacy organizations. Literacy House in India, which is a private and non-profit-making organization, serves as a field laboratory for the preparation of literacy materials. Books on various subjects are introduced and tested in this Centre before they are adapted for use throughout the different States in India. Among the Indian projects included in this study there are 7 which are using materials prepared by this House. The Hindi primer Naya Savera and the three graded readers prepared by Literacy House are widely used in various Indian languages. This primer is taught through a series of 12 charts. The teaching starts with well-known words and sentences and very quickly words are analyzed into letters. The content of sentences is related to the needs

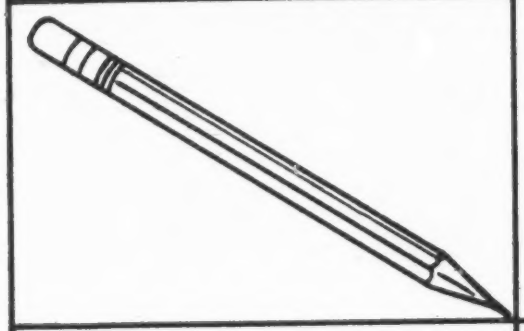
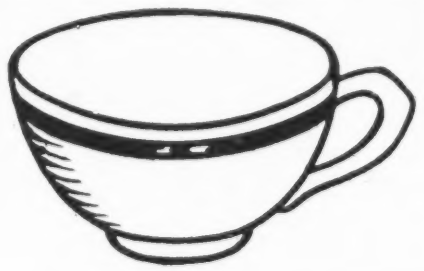
and interests of the adults. The primer consists of 500 words, 339 of which are functional, the rest included for drill purposes. It also serves the purpose of a writing book.

Another institute which prepares reading materials for different literacy organizations is Alfalit International, with its headquarters in Costa Rica. Aflalit is a Christian organization and has organized work in 12 Latin American countries, e.g., Bolivia, Peru, Ecuador, the Dominican Republic, Mexico, etc. It produces primers and books on grammar, arithmetic, history, geography, social science and Bible stories for adult literacy classes. The primer is based on key words with drawings which express their meaning, and is only concerned with literacy as such. Flash cards and charts accompany the primer. Photocopies of the first page and the flash cards can be seen on pages 59 & 60, showing the first step of the analysis; by cutting off the first syllable, only the vowel 'a' is used in the first lesson.

This system of teaching the vowels one by one is also followed by several other projects, e.g., in the primer Abajo Cadenas published by the Ministry of Education, Venezuela.

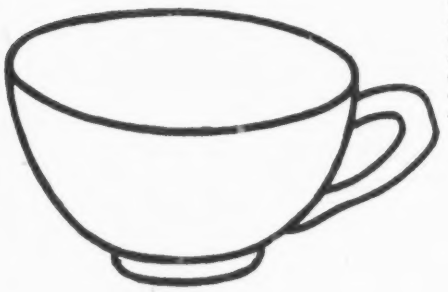
An abbreviated, but similar, method of teaching all the phonemes of Spanish is used in the PROESCO system in Peru, based on 14 words containing all the sounds of the Spanish language. The first 9 words use only the vowel 'a' with various consonants, while the other vowels are taught in the last 5 words.

On the other hand, the new Brazilian primer Ver, ouvir, ler, excrevér begins on the first page with 3 very short sentences giving the 5 vowels, while the consonants are gradually shown in new words. However, in the analysis every new letter is always combined with the 5 vowels : da-de-di-do-du; ta-te-ti-to-tu. Again, it might be of interest to make a systematic comparison of these two approaches, to see whether there is really an inherent advantage in either of them. The rote learning of syllables which have no meaning in themselves may seem a disadvantage, but only a real experiment would show whether this is true. It should be added that this Portuguese primer, in contrast to so many others, is extremely well-produced with pleasant colours, good pictures and spacious lay-out, and is printed on good paper. Other features are that only the vowels are immediately analysed, while the consonants never appear as

	ala a	a a	A A
	lápiz la	la la	La La
	taza ta	ta ta	Ta Ta
	papá pa	pa pa	Pa Pa
	mamá ma	ma ma	Ma Ma
a ma ta la pa			

a

la

ta 

pa

ma

such, but only in syllables to facilitate pronunciation. The syllables are the smallest units used for building new words, until words are given where two consonants follow each other, e.g., samba, canto, etc. Another special point is that this primer is written in the form of the story of a young couple, their marriage, the birth of a child, the use of social security documents, letters, cheques, receipts, money orders, etc. This book also introduces the learner, right from the beginning, to the use of printed and written letters, capital and small.*

The "Office National d'Alphabétisation", Haiti, also starts with words giving the vowels, which are more complicated than in Spanish or Portuguese because of the nasal form, which as in French, exists in a number of cases, in addition to the normal sound.

There are other organizations which prepare reading materials for adults at regional or national levels, e.g., CREFAL, for the Latin American region, Sobenta National Institute in Swaziland, and the Adult Education Office in Pakistan for literacy projects in that country.

The content of the reading materials is, in a number of cases, relevant to the aims of the projects and also to the socio-economic conditions of the participants. Since the main objective of the functional literacy projects is to develop the economic output of the adult learners, the primers and the reading materials usually deal with the particular work of the participant. This is always done in the Unesco Experimental projects which, therefore, produce separate primers for each programme dealing with a particular occupational group.** In these cases women's programmes are of special interest, since their literacy level is always lower than that of men. Table IV, column 1, shows the frequency of different subjects of the reading materials which were used by the 100 projects.

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* One can find a more complete description of this primer in Literacy Discussion, Vol. II, No. 1, Winter 1971 (by Maria Braz).

** The method is explained in C. Bonnani's article in the very first issue of Literacy Discussion (Winter 1970), with a sequence worked out by C. J. Lewen, as pointed out in the previous Chapter.

IV.2 Follow-up Materials

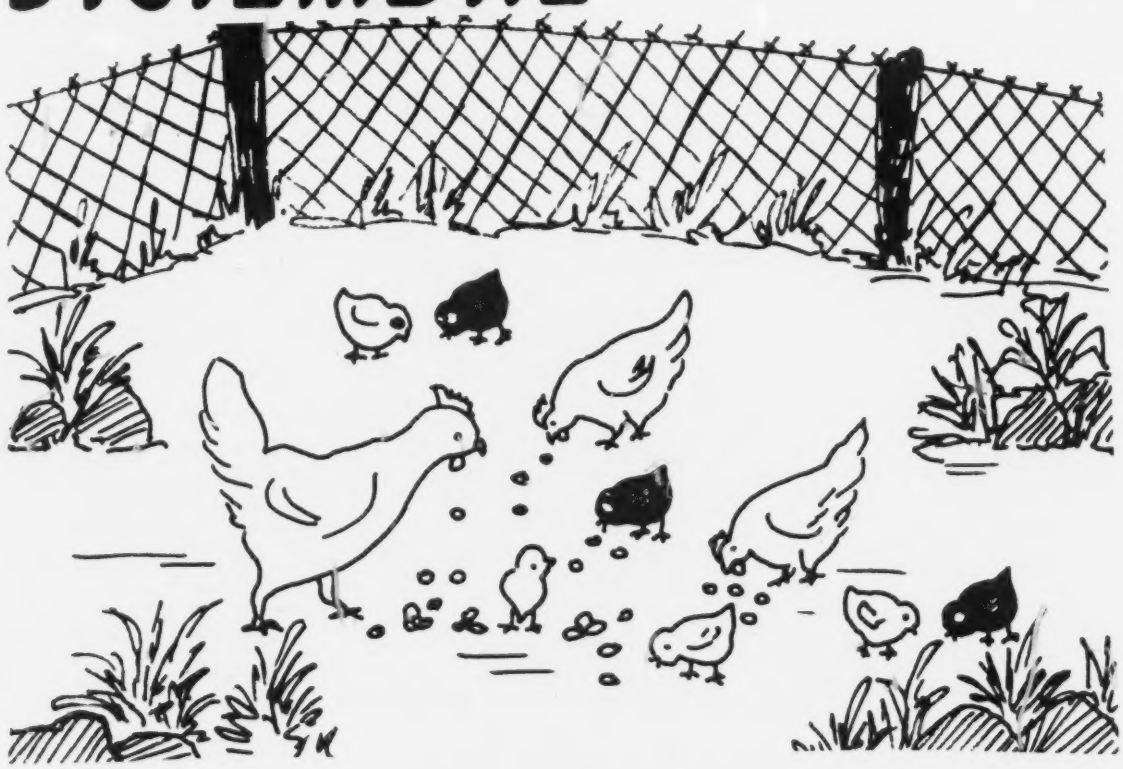
If literacy instruction is not substantiated by follow-up materials it will soon be forgotten and, therfore, lead to wastage of efforts. Almost half of the projects gave no clue as to whether they have any follow-up materials or not (48 cases of "no answer"). Those giving a positive reply are generally using easy-to-read pamphlets, books, newspapers, and other sorts of periodicals. One of the follow-up reading materials published by the Ministry of Education in Paraguay in 1970 is for the neo-literates of functional literacy classes and it is about agriculture. The title is Sembremos Mejor , (Let's sow better). The way the information is imparted is based on the different months of the year, each part dealing with the agricultural work farmers should attend to in a certain month. The information covers the weather in that month, what the farmers have to do to the trees, what special seeds should be sown, what to do with fruits, and also special points that the farmers should look for in their animals. At the end of each part, some general information is given, and at the back of the book there is an agricultural vocabulary. As an example, the part on November and December is given on pp.63 & 64), with the translation.

Another booklet, in Gujarati, published by the Baroda Community Development Service Health Museum, Baroda 5, India, may be mentioned in this context : it tells the story of a couple who decide to visit a health exhibition and discover the danger of flies. (See the reproduction of 4 pages, showing the type of text, lay-out and illustrations which are simply in black and white, but seem to be well done, pp. 65, 66, 67 & 68.)

Attractive follow-up booklets have also been produced by the Literacy Section of the Social Development Agency of the Social Development Commission, Kingston, Jamaica, one series for urban, another for rural readers, containing useful advice without being boring. These books (in English), moreover, use the actual type of English spoken by the readers, at least in direct quotations, which makes them more natural than such books often are.

The Literacy Committee of the Ministry of Education in Burma forms reading clubs and libraries for the neo-literates. The School Council donates the reading materials, which contain information on manures and fertilizers, animal husbandry, village sanitation, fundamental health and childcare. A similar arrangement exists in Indonesia, as described by P.S. Martadidjaja, (see footnote on p.33 (II.10)).

NOVIEMBRE
DICIEMBRE



Tiempo : Cielo despejado y azul.

Actividades : En las chacras bien organizadas y aquellas que se dedican a ciertos cultivos, estos meses pueden dedicarse a trabajos caseros, tales como caminos, cercados, preparar desagües otros cosecharan sus productos y limpiaran los cultivos.

Madera : Siguen siendo malos para el corte.

Cultivos : Se puede seguir sembrando poroto, con maíz o solo en noviembre, es la mejor época para el cultivo de la soja.

Hortalizas : Cubrir el suelo con paja, pasto picado o análogos para proteger las verduras.

Frutales : Terminar los injertos y la plantación del banano en noviembre.

Animales : Combatir con Sintomicetina-tintura, complejo vitamínico soluble, la viruela y difteria en las aves de corral.

Al limpiar las plantaciones de arboles frutales, se debe reunir las hojas secas y los yuyos alrededor de caba arbol para abono.

Weather : Clear blue sky.

Activities : In well-organized farms and those which are exclusively devoted to certain crops, these months can be devoted to casual jobs such as repairing roads, fences and drains; others will reap their crops and weed the fields.

Wood : It is not yet the right time for felling trees.

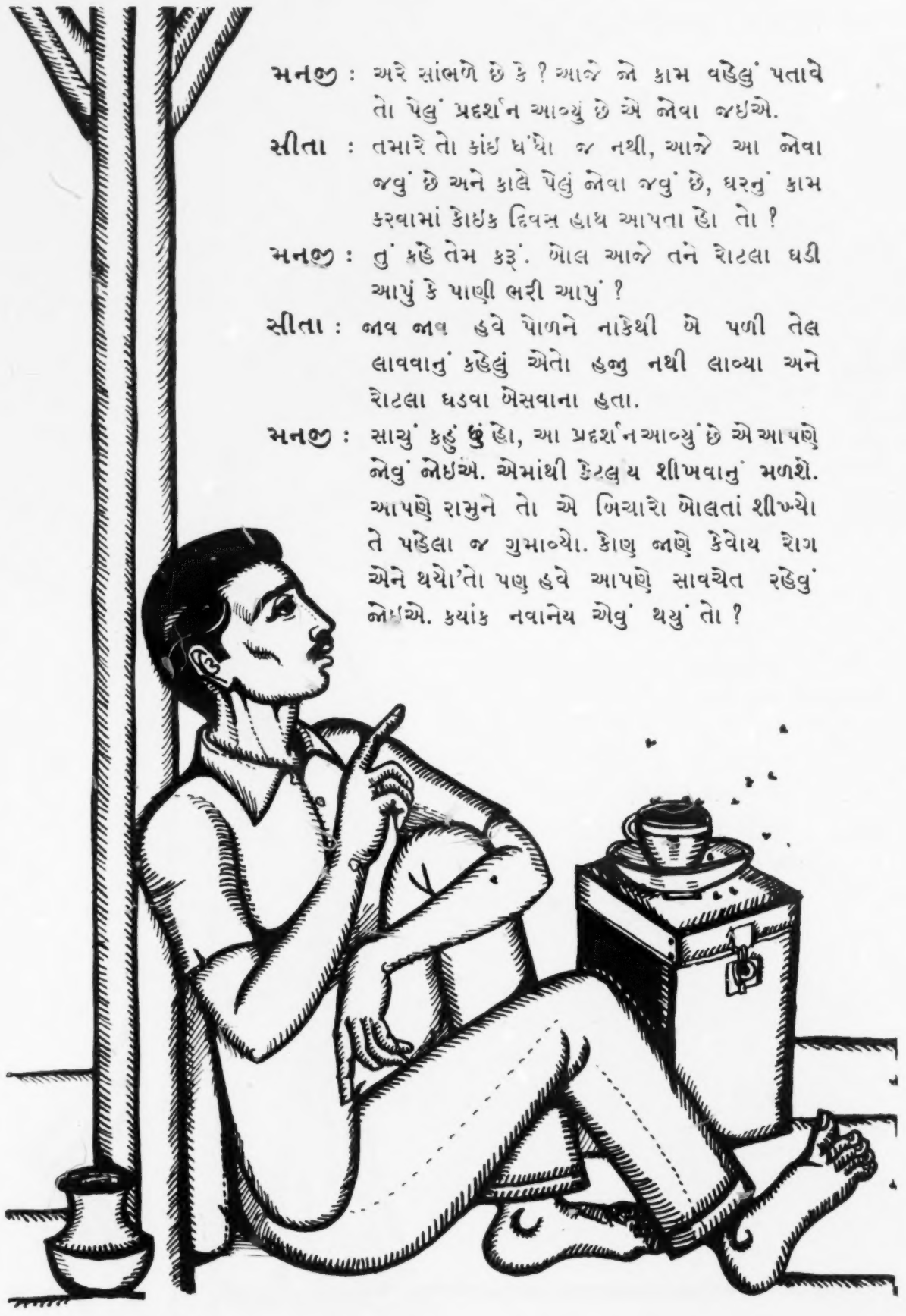
Farming : In November it is possible to continue sowing chick peas, either with maize or alone; it is the best time for the cultivation of soya beans.

Vegetables : In order to protect the vegetables, cover the fields with straw, cut grass or similar things.

Fruits : The grafting and planting of bananas should be completed in November.

Animals : To eliminate pox and diphtheria in poultry use Syntomicetine-tincture, a soluble vitamin complex.

When pruning and weeding the orchards, the dry leaves and grass should be heaped around each tree to serve as manure.



મનજી : અરે સાંભળે છે કે ? આજે જે કામ વહેલું પતાવે તો પેલું પ્રદર્શન આવ્યું છે એ જોવા જઇએ.

સીતા : તમારે તો કાંઇ ધંધો જ નથી, આજે આ જોવા જવું છે અને કાલે પેલું જોવા જવું છે, ઘરનું કામ કરવામાં કોઇક દિવસ હાથ આપતા હો તો ?

મનજી : તું કહે તેમ કરૂં. બોલ આજે તને રોટલા ઘડી આપું કે પાણી ભરી આપું ?

સીતા : જાવ જાવ હવે પોળને નાકેથી બે પળી તેલ લાવવાનું કહેલું એતો હજુ નથી લાવ્યા અને રોટલા ઘડવા બેસવાના હતા.

મનજી : સાચું કહું છું હો, આ પ્રદર્શન આવ્યું છે એ આપણે જોવું જોઇએ. એમાંથી કેટલુંય શીખવાનું મળશે. આપણે રામુને તો એ બિચારો બોલતાં શીખ્યો તે પહેલા જ ગુમાવ્યો. કોણ જાણે કેવોય રોગ એને થયો'તો પણ હવે આપણે સાવચેત રહેવું જોઇએ. કયાંક નવાનેય એવું થયું તો ?

Picture 1

સીતા : મનેય એવા વિચાર આવે છે. અને પછી તો મનને કયાંય ચેન જ નથી પડતું.

મનજી : મેં પણ બહુ જ વિચાર કર્યો છે. એમ થાય છે કે રોગ થાય ને પછી દોડાદોડ કરવી એના કરતાં રોગ જ ન થાય એવું કંઈક શીખીએ તો ?

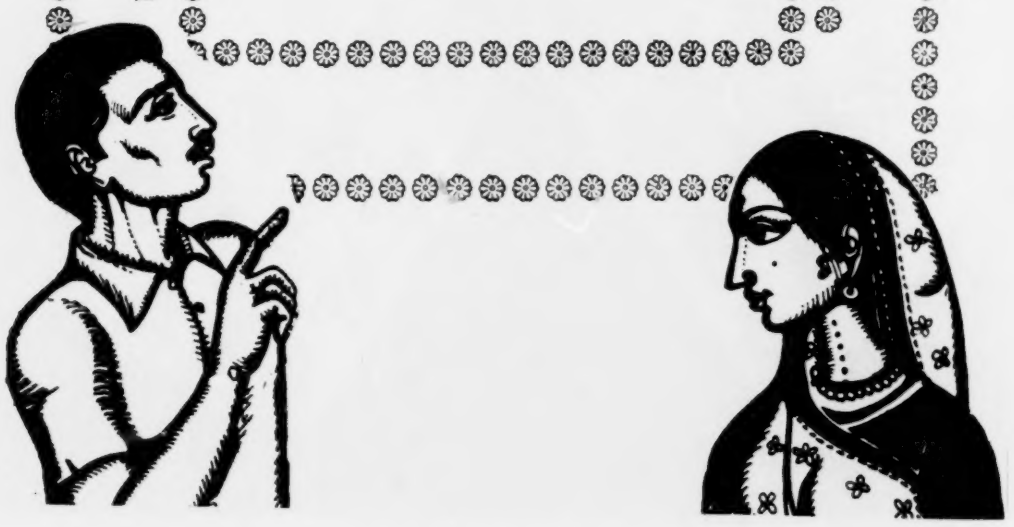
સીતા : આપણા બાપદાદાએ તો કહેલું જ કે ' પહેલું સુખ તે જાતે નર્યા ' પણ નરવું થવું કેવી રીતે ?

મનજી : ખરું યાદ કર્યું તેં. મેં વાત સાંભળી છે કે પેલા પ્રદર્શનમાં રોગને આવતો કેમ રોકવો એ બધું બતાવ્યું છે. તું હા પાડે તો આપણે જઈએ.

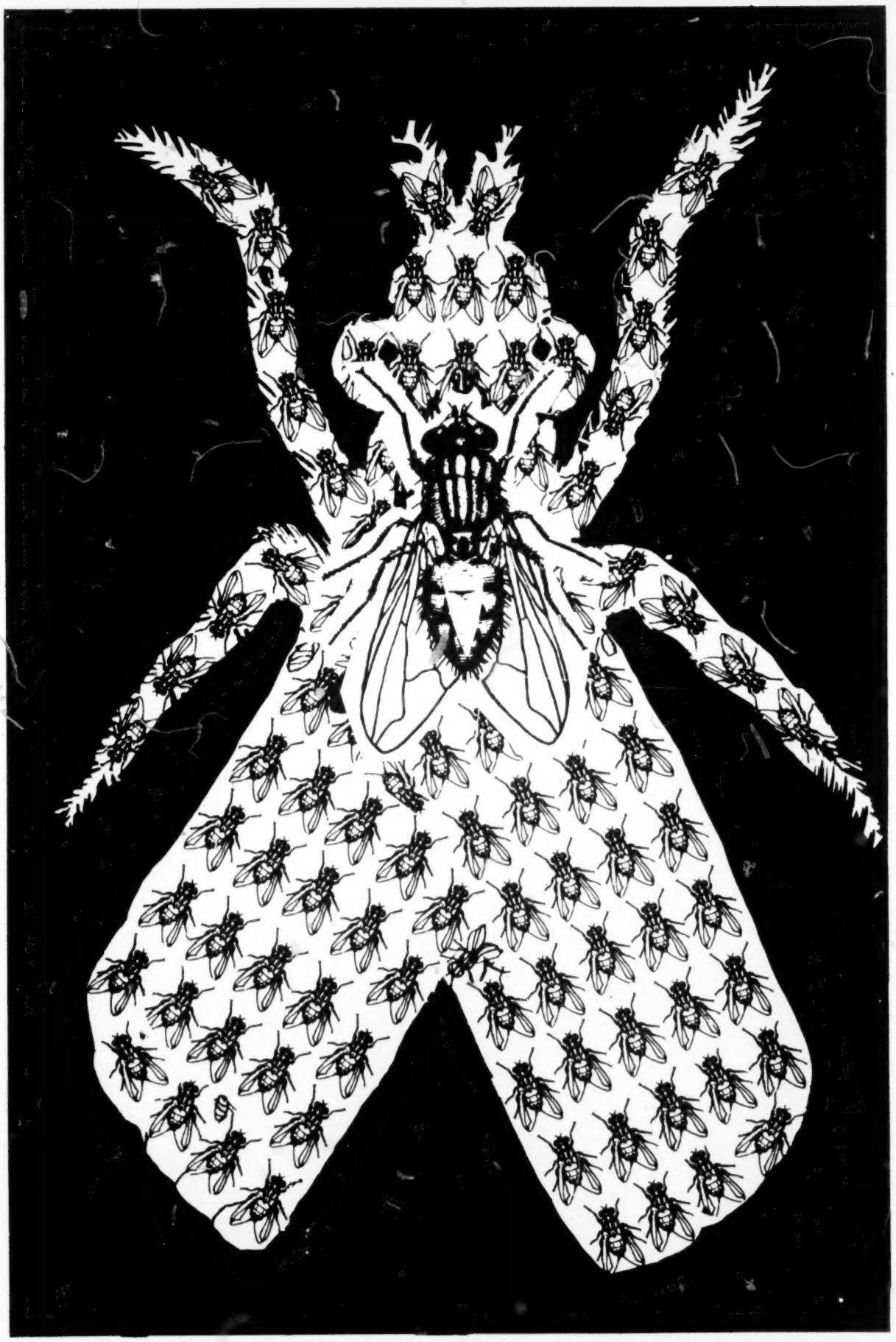
સીતા : વળી પાછું પ્રદર્શન તો આવ્યું જ.... હમણાં કામ કરવા લાગી જાઉં તો જવાય ખરું હોં !

Picture 2

માખી મનુષ્યના મળ
મૂત્ર અને પશુઓના
મળમૂત્ર ઉપર અને
કયાંય પણ ગંદવાડ,
કચરો હોય ત્યાં બેસે
છે અને ઈંડા મૂકે છે.
એક માખી ૭૫ થી
૧૬૦ ઈંડા મૂકે.
એમાંથી ૧૨ થી ૧૪
દિવસમાં માખીઓ
તૈયાર થાય.



Picture 3



Picture 4

Pictures 1 & 2

(Manji is having a cup of tea. Sita, his wife, is busy inside. He calls her)

Manji : Are you listening to me? I said, if you finish your work quickly we can go to see that exhibition today.

Sita : Don't you have anything else to do? You always want to go to see this thing or that thing. How about helping me with housework once in a while?

Manji : All right. What do you want me to do? Bake the bread? Fill the water drum?

Sita : Oh! Don't be silly. I asked you to bring some groceries and you haven't even done that. Now you offer to bake bread!

Manji : I tell you that we must see that health exhibition. We lost Ramu before he could learn to speak. We do not even know what he died from. Now we must learn how to prevent the same thing from happening to the new baby.

Sita : I worry about such things too. And then I cannot concentrate on any work.

Manji : I thought much about it. We ought to try to learn how to keep from getting sick.

Sita : Our fore-fathers always said, "Health is the First Step to Happiness". But how to remain healthy?

Manji : That exhibition I was talking about tells how to prevent diseases. Let's go and see it.

Sita : That exhibition again! All right. I will finish my work and go with you.

Pictures 3 & 4

ILLUSTRATION

(A poster at the exhibition which reads as follows :)

"FLIES SIT AND LAY EGGS ON HUMAN AND ANIMAL WASTE AND WHEREVER THERE IS TRASH. ONE FLY LAYS BETWEEN 75 AND 160 EGGS. OUT OF THESE NEW FLIES ARE HATCHED IN 12 TO 14 DAYS."

(Manji reads this to Sita)

Periodicals especially prepared for adults are well-received by adults. The National Literacy Committee in Iran, UNLA in Italy, the Division of Adult Education in Liberia, and several other literacy projects have specially-prepared periodicals. The National Committee in Iran has a specially-trained group who prepare the materials for a weekly newspaper which is called Ruz-e-Now (New Day). The words are taken from everyday vocabulary and the printing is in larger blocks. Each week, 75,000 copies are issued and are distributed all over the country.

In this paper, as well as in others, one usually finds simple word games such as cross-word puzzles which appear to be very attractive to the readers. It seems important to draw attention to such possibilities. Jokes, anecdotes, and good short stories would give these papers the lighter tone they require to become popular reading material and not purely utilitarian. It might not do any harm to insert such features into the primer (as far as feasible) in order to make the whole exercise more enjoyable.

Developing the habit of reading among the neo-literates is done either by organizing reading groups, e.g., Lanka Mahila Samiti in Ceylon, or by providing the students with books in some other way, e.g., through libraries, or by selling books at market. In Bolivia the participants in the literacy classes of "La Comisión de Alfabetización y Literatura en Aymara" were not willing to join any follow-up course; this organization has, therefore, prepared simple hymn books containing hymns which are often sung in churches, and this encourages the neo-literates to buy them. They have found that, although it was difficult to do much at the beginning, those who regularly used the song-book improved their reading and increased their speed much more rapidly than those who did not use it and confined themselves to the primer.

IV.3 Libraries

Follow-up materials should be available in libraries for adults to refer to, but in most cases, libraries do not exist, espcially not in villages, or if there are any, the neo-literates cannot read, understand or enjoy the books, which are not suitable for their needs. Fortunately, the need for such reading material is becoming more and more recognized. In this respect Mysore State in India should be mentioned, because its Adult Education Council maintains 2,449 rural libraries in almost 60% of the villages of this State.

There are other cases where efforts are made to make more reading materials available for the adults through libraries. The Division of Fundamental Education of Industrial Social Service in Brazil provides school libraries in villages with easy-to-read materials. It also installs bookshelf boxes in class-rooms, each box containing 15-20 books useful for adults.

Mobile libraries are used by several projects; e.g., Uganda, Venezuela and several literacy projects in India. The Mobile Library Centre of Literacy House in Lucknow, India, distributes books among the neo-literates by the Bell-Bicycle Library, the Tin Trunk Library, the Village Library Exchange Service, and the Market Mobile Library.* A similar service exists in Pakistan where the Adult Basic Education Office has adopted a canvas bookrack produced by Literacy House, which is used as a mobile library. It consists of strong canvas with heavy, clear plastic sewn on it. It provides pockets for 30 books, displaying each cover distinctly. It can be hung up anywhere, either by the metal rings at the top or by reinforced straps at each corner. This book display rack is easily transported and can be put into service in a few minutes. A photograph of this canvas can be seen on p.72.

The possibility of a relationship existing between drop-out and the availability of reading material was studied, and the result will be discussed in Chapter VI.

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* See E. C. Shaw's article in Literacy Discussion, Vol. II, No. 1, Winter 1971.

ENGLISH
Parlons Français
14+7=
28+7=
42÷7=
56÷7=
0÷7=
16÷8=

IV.4 Natural Incentives

Natural incentives found in their environment, such as street names, advertisements, wall newspapers, and regular publication of materials, are important in motivating the illiterate adults to become literate and also in motivating the neo-literates to further reading. Thirty of the projects indicated that there was no such incentive in their environment, e.g., the Summer Institute of Linguistics in Australia and New Guinea. Obviously the rural areas are again at a disadvantage in this respect.

IV.5 Cost of Materials

Although the majority of projects indicated that the materials are offered free-of-charge to the participants, e.g., Cambodia, France, Spain, Guatemala, Brazil, India, there are many who encourage the students to pay for the materials, believing that usually people do not really appreciate what they get for nothing. In most cases the price of the materials is not more than the cost of production and often even less. The Summer Institute of Linguistics in New Guinea tries to make the students pay for what they use, sometimes in cash and sometimes in kind (sweet potatoes, etc.). The type of payment, the amount and even the question of whether payment should be made, is left to the decision of the literacy team. In Malaysia, the Ministry of Education charges the students only 25% of the cost of the materials.

However, the obligation to pay for materials was a reason for not joining the literacy classes of the Ministry of Culture and Community Development in Uganda. So it was decided to provide the participants with free materials. In Somalia the Ministry of Education gives the reading materials free-of-charge, but participants are supposed to return the materials when they finish with them.

In the preliminary study of the reports, the possibility of a lower drop-out in the cases where students were paying for materials was calculated, but no statistically significant relationship was found between these two factors, (Chapter VI).

It would be important to know how far the facilities offered to neo-literates are really used by them : do they actually join courses now open to them, do they use libraries, do they actually read any newspapers or pamphlets issued by various services, do they read for pleasure, do

they have any correspondence with relatives, do they find better jobs or do they, as farmers, actually adopt innovations? This, after all, would be the proof that "development education" really serves its purpose.

TABLE IV

MATERIALS

	%		
Subject of the reading materials and primers	23.26	57	pure literacy
	13.87	34	agriculture
	7.75	19	industrial
	17.55	43	health
	15.52	38	civics
	6.13	15	religion
	15.92	39	general knowledge
Follow-up material		49	yes
		3	no
		48	no answer
Libraries in villages		37	yes
		50	no
		13	no answer
Incentive in environment		65	yes
		30	no
		5	no answer
Cost of material		47	free
		40	paid
		13	no answer

V - Participants

V.1 Project Participants

Although the participants in the literacy projects are usually illiterate adults, younger people and semi-literates are also welcomed by many projects. As mentioned before, special literacy classes exist for out-of-school children and school drop-outs, organized by institutions and services such as the "Université Radiophonique" of Gitarama in Rwanda, the Adult Education Service in Somalia, or "Literacy for Tzigans (gypsies)", of the Ministry of Cultural Affairs in Hungary. There are several projects for semi-literates too; e.g., those of the Formal Adult Education Programme in Kenya, the Ministry of Education in Somalia, the Ministry of Education in Cuba, and several others, many of which are in the United States.

Most of the projects included in this study are directed at illiterates in rural areas, either through general national projects, or projects specially prepared for them. The participants in work-oriented projects are usually occupational groups, agricultural and industrial workers or housewives. Women are usually in favour of literacy classes. There are several projects which are for women only, e.g. those of the Ceylon Girl Guides Association and Lanka Mahila Samiti in Ceylon, Bhartiya Grameen Mahila Sangh in India, the Girl Guides Association in Pakistan and the Catholic Women's Organization in Ghana.

In some countries literacy programmes have been extended to groups who are handicapped in different ways, e.g., the blind or mentally ill and prisoners. In Tunisia each year 1,500 prisoners join the literacy courses of the Ministry of Social Work and Housing. This Ministry also has a literacy course for the blind, using the Braille system.

In 1967 a psychiatric hospital called "Roozbeh", in Teheran, Iran, experimented with a literacy course for its mental patients, using literacy as a work therapy technique. It was found that teaching was a very important technique in helping those who are mentally sick. The cooperation, the personal contact between the nurses who worked as teachers, and also the satisfaction of learning and achieving something

new was a great help in changing the attitudes of the psychiatric patients. On the basis of this experiment it was decided to continue literacy classes in this hospital, as is done in several other countries. This work still continues and many patients show great interest in the programme. Emphasis is put on teaching the alphabet, reading and writing simple sentences, signing names, number recognition, adding and subtracting.

Some countries are faced with the problem of illiteracy not among their own nationals, but among immigrant workers from other countries. In France, for instance, several courses are organized for Arab, Spanish, Portuguese and other illiterate workers.* In England the Local Education Authority organizes English classes when it is felt that the number of illiterate immigrants is increasing. However, such courses often aim primarily at teaching the language of the host country, although in a number of cases the immigrants are indeed illiterate, even in their mother tongue.

V.2 Classification of the Participants

Participants in literacy classes usually have different occupations and backgrounds. In order to achieve a certain homogeneity, adults are often classified by sex, educational level, age and interests. The participants are graded according to the level of literacy they have attained.

Prejudice against mixed sexes in some societies may not permit the organization of a class for both men and women. Although this prejudice is decreasing in some countries, for example in Italy, in others, mostly Asian and Arab countries, one can never contemplate a mixed class. It is not always prejudice against mixed sexes, but also the pride of a certain group which makes a mixed class less favourable. In a study made on adult literacy work in Kenya, it was found that men did not like to join classes with women because women did better than them and they found this humiliating.**

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* Commission de la République Française pour l'Unesco, Alphabétisation et promotion des migrants étrangers en France, Paris 1971.

** Linné, Bengt. Survey on adult literacy work in Kenya , Board of Adult Education, May 1969.

Adults who have already achieved a social status dislike going to classes with those who are working under them. In Algeria, foremen refused to join the classes of the Work-Oriented Adult Literacy project with the ordinary workers.

Work-Oriented Adult Literacy projects, as already pointed out, have different classes for groups with varied interests and vocations.

Age is another factor taken into account in the classification of adults in literacy classes. Usually older adults do not like to sit with younger ones. Owing to lack of space and teachers, many projects ignore this and hold classes for mixed ages. Nineteen projects have taken this factor into consideration. In Indonesia the Directorate of Community Development organizes different classes for different age groups: 14-20; 21-35; and 36-45.

V.3 Average Number of Participants

The average number of participants in the majority of classes was between 21-30. The Adult Literacy project in the Northern Territory organized by the Summer Institute of Linguistics (SIL) in Australia has the smallest groups which vary from 5 to 10. The largest classes, 40 adults in each, as indicated in the replies, were those run by the Ministry of Education in the Sudan, the "Université Radiophonique" of Gitarama in Rwanda, and the Directorate of Teachers' Training in Viet Nam.

The possibility of a relationship between the average number of participants and the level attained was studied and the X^2 obtained indicates that a statistically significant relationship exists between these two factors according to the data given by the projects answering these two questions. The table on the following page shows the distribution of the variables.

Average Number of Participants in Class and the Level Attained

Level / Average No.	No precise level	Equivalent to primary classes 1 - 2	3 - 4	5 - 6	Higher	Total
5 - 10	4	-	3	-	-	7
11 - 20	6	5	7	4	-	22
21 - 30	2	1	13	4	2	22
31 & over	1	-	-	3	-	4
Total :	13	6	23	11	2	55

d.f. = 12

X^2 = 24.542 sig. at **P.** 0.05

C = 0.554

X^2 = 24.542 24.05 is significant at the 0.05 level. Therefore, it can be concluded that, when the level aimed at is low, the participants are fewer. In other words, one can say that the average number of participants in projects with a higher level of education is greater. This would seem to confirm the finding that participants, once they have passed the low level of knowledge when literacy efforts still provide continuous trouble, are inclined to persevere,since they feel more confident and satisfied with their progress. (See also Chapter VI on drop-out.) However, the existence of another factor is not impossible : participants may prefer a certain "anonymity" which is obviously impossible in small classes.

Special non-class systems should also be mentioned: the "each one teach one" method, as conceived by Laubach for personal teaching by any literate who, without special training, would be willing to reach an illiterate neighbour or friend, and the very small group system of one literate teaching 2 or 3 neighbours, as applied particularly in Cuba during the well-known literacy drive.

Similarly, in Israel, selected army girls (see also Chapter VII) go to the home of illiterate women whom they may first help with their household chores if necessary, so that the latter have time, without leaving their small children alone, to follow the lessons. Usually one or two neighbours join. The advantage is that the women are not obliged to go to some class, involving loss of time and cost of transport and the difficulty of finding somebody to look after the children. Moreover, there is the psychological advantage of literally being at home, and not having to "dress" for going out. On the other hand, the teacher has obviously to give up a lot of time in this system.

V.4 Reasons for Joining the Course

Ability to read and write has been in itself a very important reason for the participants in the literacy classes to join the courses (see Graph 3). Social prestige (including a feeling of inferiority vis-à-vis one's children), and economic values which are the result of being literate, are other strong reasons for adults to attend literacy courses. Fear of being cheated and, therefore, desire to learn arithmetic is also often mentioned.* In some countries, interesting social and economic measures have been taken in order to motivate people to enroll in classes. In Ecuador, illiterates receive a yellow identity card and when they have finished the course they are given a white one. In some countries decrees are issued for enrolment of adult illiterates and sometimes they are granted certain privileges. In the Philippines neo-literates are entitled to vote and in Indonesia the distribution of essential commodities, like kerosene or sugar, is restricted by the village cooperative to those who can read and write. In Brazil, according to the Federal Law, all major companies and firms must have compulsory literacy classes for their employees.

Political and religious motivation can be awakened and is another way being used in some countries and projects in order to make adults interested in literacy programmes. In Cuba, the Revolutionary Government enacted that it was

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* Couvert, R. "Motivation of Malagasy Peasants", Literacy Discussion, Vol. II, No. 2, Spring 1971, pp. 35-62.

compulsory for every illiterate to join literacy classes. In order to encourage the illiterates, mass media means were used, such as radio talks and advertisements with a political tone. In Australia, SIL workers read translated parts of the Bible to the illiterate people as a means of motivation. In Guatemala, religious factors have played an important part. The illiterates have indicated that they want to become literate in order to be able to read religious material or to be able to participate in the mass singing of hymns. In India "reading the scriptures" is often the answer to the question why one would join a literacy class.

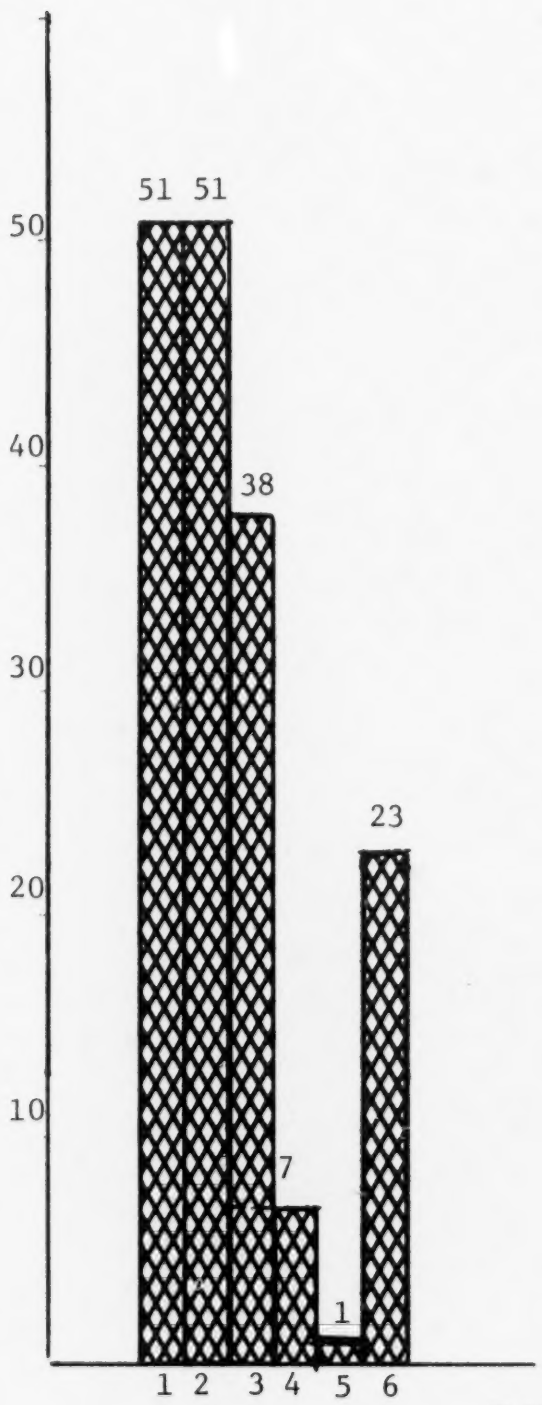
In Italy, women participants in literacy classes indicated that they wanted to become literate in order to be able to correspond with relatives who had emigrated. The basic desire is to break through the isolation of their archaic and traditional life and to feel conscious members of society. The latter motivation is particularly strong in Israel.

It is clear that the organizers of projects should know which is the actual motivation in order to prepare their programmes accordingly. However, there are obvious problems. First, it is not completely certain that the real motivation is given if a direct question is asked, since it often happens that an illiterate adult either feels a rather weak motivation - in which case he will probably soon drop out - or may not wish to mention his actual reason. Therefore, it may be preferable to engage in an informal conversation to know whether there is a motivation strong enough to overcome the many difficulties adults always have in attending classes regularly, and if so, what this reason actually is. Obviously, it is practically impossible, unless one is dealing with large groups, to stream the participants into all possible groups such as sex, age groups, with many possible motivations, especially when one is aiming for classes that are not too small, which, as we have seen, are desirable as such and useful from the organizational point of view.

However, it would not be impossible to prepare programmes which would, as far as their content is concerned, show a certain compromise, so that they would be satisfactory to more than one group. This applies particularly to programmes which are not meant for special occupational groups, since professional interest should be the obvious reason for participation in the latter. Still, even so there may be other items which could be added,dependent on the interests of the participants. It would therefore seem that one of the most important preparatory activities is that of becoming

Graph 3

REASONS FOR JOINING THE COURSE



1. literacy
2. economic
3. social prestige
4. religious
5. compulsory
6. no answer

well-acquainted with the intensity and direction of motivation when programmes are to be organized.

Finally, the quality of the programme offered will be decisive in maintaining and strengthening participants' motivation to perservere, notwithstanding unavoidable difficulties.

V.5 Participants Paying for the Course

Among the projects which answered this question, 92% hold courses free-of-charge for the adults who are interested in joining. In the case of projects which indicated that they do charge the participants, the amount is either very small or payment is not enforced if the students cannot afford it. In Indonesia, participants in the literacy classes of the Directorate of Community Education pay very little. The amount varies and is fixed by mutual arrangement and consent. The Adult Literacy Project in Rhodesia charges the students 2/- per month but nobody is turned away from classes through lack of money.

In Kenya, the Department of Community Development and Social Services used to charge the participants K Sh. 6 per year. It was found that this was an important reason for not joining the course. Therefore, the new "Functional Literacy Programme" which this Department set up in January 1970 makes no charge to participants.

The "Escuelas Radiofonicas Populares" in Ecuador encourages students to pay a certain amount for equipment like batteries and gasoline, but very few participants actually do so.

The arguments for or against payment were already discussed in the previous chapter, and it is difficult to arrive at a definite conclusion, although it would seem worthwhile not to assume too soon that participants cannot pay anything. It would be useful to carry out certain experiments to see whether a small payment would help assiduity of attendance.

TABLE V

PARTICIPANTS

%			
18.12	29	occupational groups	Participants
11.20	18	urban	
21.87	35	rural	
15.62	25	whole nation	
16.25	26	women	
5.52	9	semi-literates	
6.25	10	others	
5.00	8	no answer	
21.33	32	sex	Classification of students by
28.00	42	level	
12.67	19	age	
19.33	29	interest	
10.00	15	heterogeneous	
8.67	13	no answer	
	11	5-10	Average no. of participants in each class
	22	11-20	
	34	31-30	
	5	over 30	
	5	the number varies	
	23	no answer	
29.82	51	literacy	Reasons for joining the course
22.22	38	economic	
29.82	51	social prestige	
4.04	7	religious	
0.59	1	compulsory	
13.45	23	no answer	
	6	yes	Students paying for the course
	73	no	
	21	no answer	

VI - Drop-out

V1.1 Rate of Drop-out

One of the most serious problems facing literacy projects throughout the world is the drop-out of the participants in classes. The adult participants who are engaged in social life leave the courses when anything inconvenient or unpleasant occurs. The motivation behind their attendance and the incentives have to be very strong to persuade them to pursue their work.

The majority of projects which answered this question had a rate of drop-out between 34-60%. There was only one project which had no drop-out, namely the "Département des Syndicats Ouvriers C.G.T. de la Haute-Garonne" in France. The reason given for the regular attendance of the participants in this programme was the vocational and language training in the course, which was essential for the participants, who were immigrant workers.

Among the projects with the highest drop-out, besides the literacy project of the Adult and Community Education Division in the Philippines in 1967-69 which had a drop-out rate of over 95% because of volcanic eruptions, are the urban women's literacy classes of the Work-Oriented Literacy Project in Isfahan, Iran, with 80% drop-out, and the project of the Board of Education and Literacy of Adults in Guatemala with 66%. In the first case, the reason given was that the women were too busy at home, and in the second one, several reasons were given, as follows : poverty, the remoteness of rural villages, lack of confidence in learning as a means of improving one's situation, and the general belief that an adult cannot learn.

The rate of drop-out in different projects is related to a wide range of variables. The correlation coefficients that indicate the broad relations cannot be studied systematically in this report, because this work needs detailed research into each variable. In this connection, we have tried to study the possibility of a relationship between the rate of drop-out and the following variables :

a) duration of the course;

b) content of the course;

c) students paying for education;

d) teachers being paid or not;

e) use of Radio and T.V. as a teaching aid;

f) time of the start of the project;

g) rate of illiteracy in the country;

h) incentive to finish the course;

i) average number of students in each class;

j) duration of the teachers' training course;

k) teachers' vocation (whether professional teachers or not);

l) availability of reading materials.

a) Duration of the course. The first test concerned the possibility of a relationship between the duration of the course and the rate of drop-out. Sixty-nine projects answered these questions. The duration of the course is expressed in terms of hours and the median of duration for all projects was 300 hours. The distribution of frequencies is shown in Table 1.

Table 1

Rate of Drop-out and the Duration of the Course

Drop-out \ Duration	300 hours or less	300 hours or more	Total
0 - 17%	6	9	15
18 - 33%	13	9	22
34 - 60%	14	14	28
61 - 80%	2	2	4
Total :	35	34	69

$d_2f.$ = 3
X^2 = 1.312
C = 0.134
A.M.<300 hours = 33.96%
A.M.>301 hours = 32.71%

The calculated X^2 is insignificant at the 0.05 level of probability. Therefore, statistically a relationship between these two variables is rejected. By looking at the respective arithmetical means (A.M.) one can also see that there is practically no difference in the rate of drop-out in projects lasting less then 300 hours and more than 300 hours. This finding is interesting, since it is often maintained that short courses show a low rate of drop-out.

b) Rate of drop-out and the content of the course. Out of 82 projects answering both questions, 23 had a technical content and 59 had no special content. The distribution of these two variables is shown in Table 2.

Table 2

Rate of Drop-out and Content of the Course

Drop-out \ Content	Technical content	No special content	Total
0 - 17%	6	14	20
18 - 33%	6	17	23
34 - 60%	9	26	35
60 - 80%	2	2	4
Total :	23	59	82

d.f. = 3
X^2 = 1.129
C = 0.119
A.M. Technical content = 33.58%
A.M. No special content = 32.69%

On the basis of the obtained X^2 and the application of the coefficient of contingency, the relationship between the type of content and the rate of drop-out is statistically insignificant. The respective arithmetical means do not show any tendency either. Although the number of cases with a technical content is relatively small, so that the drawing of definite conclusions may not be justified, it would appear that providing a technical content as such, is no guarantee of a low rate of drop-out. It is possible, however, that the type and quality of the content is more important than the fact that there is a technical content.

c) Rate of drop-out and paying or not paying for materials. Some projects provide students with free educative materials and some do not. Answers to both questions were given in 81 cases, as shown in Table 3.

Table 3

Rate of Drop-out and Paying or Not Paying for Materials

Drop-out \ Material	Free	Paid	Total
0 - 17%	7	12	19
18 - 33%	16	7	23
34 - 60%	20	14	34
61 - 80%	3	2	5
Total :	46	35	81

d.f. = 3
X^2 = 4.682
C = 0.232
A.M. paid = 35.41%
A.M. free = 33.05%

The calculated X^2 is insignificant at the 0.05 level of probability. Therefore, statistically no significant relationship exists between these two factors. However, by looking at the distribution of frequencies and the arithmetical means one can see that the rate of drop-out is somewhat higher in projects in which students do not pay for the educative materials. This difference is not impressive, but it is interesting to note that out of 35 cases more than one-third show a very low rate of drop-out (less than 17%) when people have to pay for the materials they use, while it is less than one-sixth (7 out of 46 cases) when the materials they use are free. This might be an indication that there is something to be said for charging a small amount for the materials, although a firm conclusion is not justified.

d) Rate of Drop-out and Teachers being Paid or not

Certain projects do not pay teachers and some do. The possibility of any relationship between this factor and the rate of drop-out has been tested and frequencies are shown in Table 4. Seventy-three projects answered these questions.

Table 4

Rate of Drop-out and Teachers' Salary

Drop-out \ Teachers' Salary	Not Paid	Paid	Total
0 - 17%	4	15	19
18 - 33%	5	16	21
34 - 60%	5	23	28
61 - 80%	2	3	5
Total :	16	57	73

d.f. = 3
X^2 = 1.273
C = 0.130
A.M. not paid = 35.82%
A.M. paid = 33.19%

The value of the X^2 is insignificant at the 0.05 level of probability and no definite relationship between these two variables can be expected. By looking at the respective arithmetical means it can be seen that the rate of drop-out is a little more for unpaid teachers, and we might say that there is perhaps a slight tendency to have less drop-out when teachers are paid. However, the number of cases where teachers are not paid is only 16, and no conclusion is justified.

e) Drop-out and Radio and T.V. Radio or T.V., or both in some projects, are indicated either as being a means of instruction or as being a support to the teacher. Eighty projects replied to both questions. The distribution is shown in Table 5.

Table 5

Rate of Drop-out and the Use of Radio and/or T.V.

Drop-out \ Radio & T.V	Yes	No	Total
0 - 17%	6	14	20
18 - 33%	9	13	22
34 - 60%	11	23	34
61 - 80%	3	1	4
Total :	29	51	80

d.f. = 3
X^2 = 3.362
C = 0.200
A.M. Yes = 34.95%
A.M. No = 29.68%

The value for the calculated X^2 is insignificant at the 0.05 level of probability. Therefore,no statistically significant relationship between the rate of drop-out and the use of Radio and/or T.V. is expected. However, by looking at the arithmetical means, we see that there is a higher rate of drop-out in projects where Radio and/or T.V. were used, (34.95%), and less when radio and T.V. were not used (29.68%). Therefore, it might be concluded that there is a slight tendency to have more drop-out when Radio and T.V. are used.

It is difficult to give a satisfactory explanation, since one would expect that the usually better quality of teaching via Radio or T.V. and the interest of using a special medium of communication, would be more likely to attract the participants in a course. It may be, however, that the lack of personal contact and the often lower quality of the monitors would be stronger negative factors. However, as we are not working on any firm statistical basis, no definite conclusion is justified, except that more systematic experiments, as undertaken in Jamaica, are needed to gain a better understanding of the possibilities and limitations of these media.

Some evaluations have been made, as pointed out earlier, of the use of television (with printed workbooks) as the single means of instruction, particularly in the USA, but more are needed to give a better idea of the actual performance of this medium. Similarly, the use of cassettes and projections instead of Radio proves to be very successful in Rwanda, but did not appear to be equally helpful in the Sudan. Here again further experiments are needed and justified, particularly as in the Sudan there appeared to be rather technical difficulties, while performance was encouraging when such difficulties were not encountered.

f) Rate of Drop-out and the Time of the Start of the Projects. The oldest programme to answer was started in 1930* which is classified in the 40's decade, and the most recent ones were those started in 1970. In testing the time of the start with the rate of drop-out, the time of the start was divided into four categories (1940-50, 51-60, 61-64 and 65-69). The distribution frequencies of these categories in regard to the rate of drop-out is shown in Table 6.

Table 6

Rate of Drop-out and the Time of the Start of the Project

Drop-out \ Year started	1940-50	51-60	61-64	65-69	Total
0 - 17%	1	1	2	12	16
18 - 33%	4	5	5	9	23
34 - 60%	3	7	12	9	31
61 - 80%	0	0	3	1	4
Total :	8	13	22	31	74

d.f. = 9
X^2 = 5.683
C = 0.258
A.M. 40-50 = 31.62%
A.M. 51-60 = 36.0?%
A.M. 61-64 = 42.09%
A.M. 65-69 = 25.79%

The value of the calculated X^2 is insignificant at the 0.05 level of probability. Therefore, no statistically significant relationship exists between the rate of drop-out

* See footnote in Chapter I, Page 6.

and the time of starting the programme. However, by looking at the respective arithmetical means of each category, we see that the lowest rate of drop-out is in the last category (projects started in '65-'69) while the highest rate of drop-out is found in the third category (programmes started in 1961-64).

Because the number of projects in the first two categories is small, and, moreover, correspond approximately to the median percentage, we have tried to see whether any significant relationship exists between programmes in the last two categories. The X^2 is calculated in a two-by-two table, putting together the projects having a drop-out of more or less than 33%. The number of projects started in 1961-69 is fifty-three. Their distribution with regard to the rate of drop-out and the time they started is shown in Table 7.

Table 7

Rate of Drop-out and Time of the Start of the Project

Drop-out \ Year started	1961-64	65-69	Total
0 - 33%	7	21	28
34 - 80%	15	10	25
Total :	22	31	53

$d.f. = 1$
$X^2 = 6.10$
$C = 0.332$
A.M. 61-64 = 42.09%
A.M. 65-69 = 25.79%

The value of the X^2 is significant at the 0.02 level of probability, as $X^2 > 5.412$, but $X^2 < 6.635$ which would provide a probability at the 0.01 level. Therefore, in this case we can conclude that the more recent projects tend to have less drop-out. This conclusion is also confirmed by looking at the arithmetical means : the rate of drop-out is lower for projects started in 1965-69.

It is interesting to note that the newest projects are clearly more attractive than the somewhat older ones (which show a larger drop-out than the median). At present it is difficult to explain why the 22 projects

established between 1961 and 1964 are particularly weak, but the better quality of the newly-established projects would seem to indicate that in the last 5 years there has been a greater awareness among the programme organizers of the actual needs of the illiterates, so that they are less likely to abandon a course.

g) Rate of Drop-out and the Rate of Illiteracy

The possibility of a relationship between the rate of illiteracy in a country and the rate of drop-out in literacy projects in those countries was studied. The rate of illiteracy in the countries concerned was drawn from "Statistics of Illiteracy".*

The calculated X^2 obtained for these two factors rejects the possibility of a significant relationship between them at the 0.05 level. $X^2 = 5.567$, which should have been at least 16.92 to be significant at that level of probability. By looking at the arithmetical means it is seen that there is a tendency to have a higher drop-out in projects in countries where the rate of illiteracy is lower. The A.M. for those with 50% of illiteracy and less are 39.70 and 38.92, and the A.M. for those with over 50% of illiteracy are 33.32 and 32.60. The rate of contingency is not very high, but the arithmetical means consistently show the tendency. Moreover, if one agrees that a drop-out rate of 34% and more should be called "high", then it appears that this exists in 80% of the countries with less than 25% illiteracy, in 57% of those having 26-50% illiteracy, while the figures are 48% and 43% for the countries with rates of illiteracy of 51-75% and more than 75% respectively. Again, the small sub-samples make this reasoning somewhat less than convincing, but the tendency seems to exist, whereas one would expect a tendency in the opposite direction : in a country where people are generally literate, those who are not should feel their disadvantage more keenly than in an area where practically everybody is illiterate. However, it is possible that in low literacy countries people participate more freely in literacy courses than in countries where being illiterate carries a social stigma, and thus discourages the participants from openly showing their deficiency. There could also be a different explanation : namely, that countries where illiteracy constitutes a major problem may have established better-organized literacy services,while in countries with a relatively high or high rate of literacy such services may receive

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* Unesco, Statistics of Illiteracy , World Conference of Ministers of Education on the Eradication of Illiteracy, Teheran, 8-19 September, 1965. Minedlit 5, Paris, 1965.

relatively little official support, resulting in poor programmes and high drop-out. The present finding only underlines the need for more precise knowledge about the motivation of participants and the real reasons for drop-out.

Table 8

Rate of Drop-out and Rate of Illiteracy

Rate of illiteracy / Rate of drop-out	Below 25	26-50	51-75	76-100	Total
0 - 17%	1	2	5	7	15
18 - 33%	-	4	7	10	21
34 - 60%	4	6	10	11	31
61 - 80%	-	2	1	2	5
Total :	5	14	23	30	72

d.f. = 9
X^2 = 5.567 insig.
C = 0.266
A.M. below 25% = 39.70%
A.M. 26-50 = 38.92%
A.M. 51-70 = 33.32%
A.M. 76-100 = 32.60%

h) Rate of Drop-out and Incentives to Finish the Course. Among those answering both questions, there were 14 projects which gave material incentives like goods and money to the participants in the classes in order to encourage them to complete the course. Among the others, 9 projects gave no incentives and the rest gave incentives of no material value, like certificates, and similar encouragements. The calculated X^2 indicates that no statistically significant relation exists between those two variables. However, by looking at the arithmetical means it is seen that the highest A.M. is for projects which do not give any incentive, the second highest is for those with other incentives and that projects which give material incentives have the lowest. This slight difference would hardly justify granting incentives to improve regular attendance, although material incentives seem to stimulate it to some extent at least, as will also be shown by some examples, (see Chapter VI.4).

Table 9

Rate of Drop-out and Incentives to Finish the Course

Incentives / Drop-out	Material	Other Incentives	No Incentive	Total
0 - 17%	2	5	1	8
18 - 33%	6	13	2	21
34 - 60%	6	17	5	28
61 - 80%	-	3	1	4
Total :	14	38	9	61

d.f. = 6
X^2 = 2.245 insig.
C = 0.187
A.M. material = 32.82%
A.M. other incentives = 39.28%
A.M. no incentive = 40.83%

i) Rate of Drop-out and Average Number of Students in Each Class. The X^2 of these two factors is insignificant at the 0.05 level. $X^2 = 11.822 < 16.919$. It is only significant at the 0.30 level ($X^2 = 11.822 > 10.66$). By looking at the arithmetical means for each classification, one can see that the A.M. for classes with more students is consistently lower. Therefore, one can conclude that there is a slight tendency towards less drop-out in classes with a larger number of participants. This would seem somewhat surprising, as one would expect the participants in smaller classes to receive more attention and therefore better instruction, thus speeding up the progress and increase the satisfaction which would go with it. Moreover, in smaller classes people know each other better, and a certain social control of the group should make drop-out less probable. Nevertheless, we see that the tendency is in just the opposite direction, with a relatively high rate of contingency (0.393). There are only 3 cases of classes with more than 31 adults, and their rather good performance (but this sub-sample is extremely small!) may be explained by the high level attained (see page which would encourage the participants to carry on. In any case, the table shows that organizers of literacy programmes should not be too worried if they are obliged to deal with larger classes than they actually want. This finding may also lead to some further research on a possible relationship between the size of classes and the rate of drop-out.

Table 10

Rate of Drop-out & Average No. of Students in Each Class

Average no. of participants / Drop-out	5-10	11-20	21-30	31 & over	Total
0 - 17%	2	3	4	2	11
18 - 33%	2	7	13	-	22
34 - 60%	5	12	8	1	26
61 - 80%	2	1	2	-	5
Total :	11	23	27	3	64

d.f. = 9
X^2 = 11.822 insig.
C = 0.393
A.M. 5-10 = 40.59%
A.M. 11-20 = 36.71%
A.M. 21-30 = 32.83%
A.M. 31 & over = 21.50%

j) Rate of Drop-out and Duration of Teachers' Training Course. As will be seen in the next Chapter, very few projects indicated the duration of their teachers' training course, and only 26 gave this fact and the rate of drop-out.

The calculated X^2 is insignificant at the 0.05 level ($X^2 = 2.496 < 7.82$). Therefore, we can say that no statistically significant relationship exists between these two factors. However, by looking at the arithmetical means for these two variables, one finds a tendency towards more drop-out in cases where teachers have fewer hours of training. The A.M. for projects with less than 60 hours of teacher training is 40.73% and for those with more than 60 hours is 28.80%, a difference which can indeed be expected, since the quality of teaching would logically influence the regularity of attendance. One might have expected a more substantial difference, but the number of cases in which both data are available is too small to allow a computation at a higher cutting point than 60 hours of training which might have brought out the difference more clearly. Again, some further studies on the influence of the level of training of the instructors on the total performance would be extremely useful.

Table 11

Rate of Drop-out and Duration of Teachers' Training Course

Duration / Drop-out	60 hours or less	61 hours or more	Total
0 - 17%	2	4	6
18 - 33%	3	5	8
34 - 60%	6	3	9
61 - 80%	2	1	3
Total :	13	13	26

d.f. = 3
X^2 = 2.496 insig.
C = 0.294
A.M. 60 h. or less = 40.73%
A.M. 61 h. or more = 28.80%

k) Rate of Drop-out and Teachers' Vocation

The calculated X^2 for these two factors is insignificant at 0.05 (X^2 = 1.210<7.82). Therefore, no statistically significant relationship exists between these two factors. The difference between the arithmetical means for projects with school teachers and projects with teachers from other vocational background is not large either. However, because the A.M. for the first group is a little greater, it can perhaps be concluded that there is a slight tendency towards more drop-out in projects with school teachers teaching in literacy classes. Also, neither group, in the present situation of providing short training for the difficult job of maintaining interest in the programme, appears to be very suitable.

Table 12

Rate of Drop-out and Teachers' Vocation

Rate of Drop-out \ Teachers' Vocation	School Teachers	Others	Total
0 - 17 %	6	7	13
18 - 33 %	6	6	12
34 - 60 %	10	8	18
61 - 80 %	1	-	1
Total :	23	21	44

d.f. = 3
X^2 = 1.210 insig.
C = 0.161
A.M. school teachers = 32.58%
A.M. others = 28.21%

1) Rate of Drop-out and the Availability of Reading Material. "Reading material" in this connection means easy-to-read newspapers, books or any other materials to which adults can apply their newly-obtained skill to learn more. The calculated X^2 is insignificant at the 0.05 level and therefore no significant relationship exists between these two factors, ($X^2 = 4.173 < 7.82$), while the rate of contingency is not very high either (0.225).

However, it is surprising that the slight tendency towards a higher drop-out appears to occur in projects where follow-up material is available, although this should be an encouragement to becoming literate in order to make real use of the newly-acquired knowledge. The opposite tendency, although not pronounced and possibly due to chance, is difficult to explain. The higher drop-out average in the "yes" projects is largely due to the 5 projects with extremely high drop-out which may support the chance hypothesis. In any case, it is clear that the availability of follow-up material is, according to our data, no positive factor in preventing drop-out. The explanation may be that the level reached at the time of drop-out is still so low that the availability of follow-up material does not play any role.

Table 13

Rate of Drop-out and the Availability of Reading Material

Materials / Rate of Drop-out	Yes	No	Total
0 - 17%	8	10	18
18 - 33%	16	7	23
34 - 60%	17	13	30
61 - 80%	5	1	6
Total :	46	31	77

d.f. = 3
X^2 = 4.173
C = 0.225
A.M. yes = 35.56%
A.M. no = 30.69%

VI.2 Reasons for Drop-out

Reasons given for drop-out obviously varied, and usually more than one reason was given by each project. Seventy-four projects gave various reasons. One case, as mentioned before, had no drop-out, and 24 projects did not give any answer. The variety of reasons and their frequency is as follows :

Table 14

Combination of Reasons for Drop-out and Their Frequency

Combination	Frequency	Total Reasons
One reason	24	24
Two reasons	16	32
Three reasons	21	63
Four reasons	9	36
Five reasons	4	20
No drop-out	1	-
No answer	25	-

Therefore, it is usually for more than one reason that learners discontinue the courses. The variety of reasons and their frequencies are shown in Graph 4.

Here one should note that these reasons are given by the organizers and are not the answers of former participants.

As is seen, the highest point is for the students' low calibre, which may mean,however, that the programmes were not well adjusted to the participants.

Actually there are many reasons preventing adults from continuing a course : e.g., work problems, household responsibilities, not seeing the value of literacy, not being well-motivated and encouraged up to the end, shyness, etc.

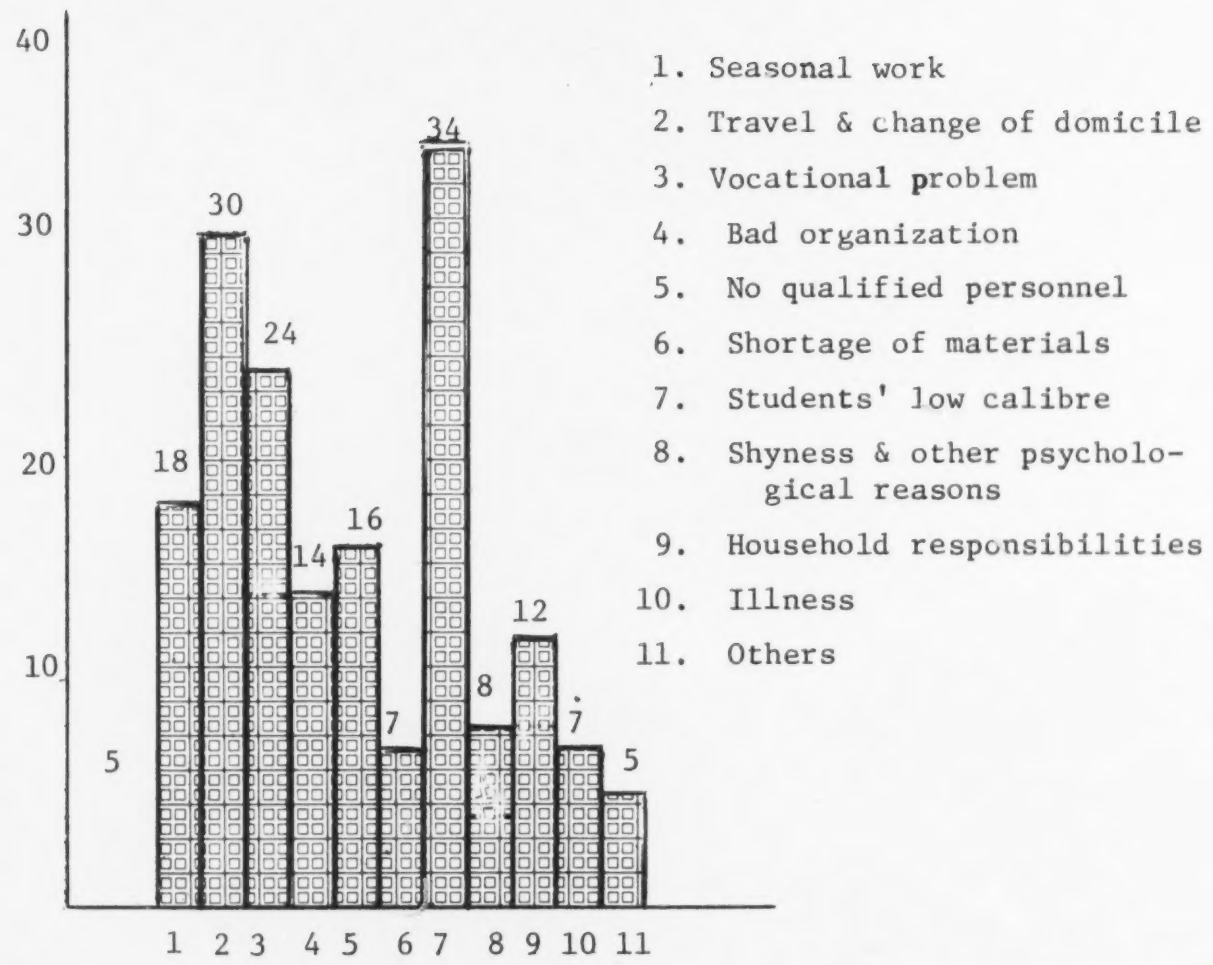
There are occasions during the year when these reasons become more acute and the general rate of drop-out increased : e.g., seasonal work, planting, harvesting, fishing, or other occasions linked with a certain time of year and of fixed duration, e.g., seasons of pilgrimage, fasting, mourning and feasts. Some adults have to travel in search of work during the local "off-season", e.g., in Ethiopia and Liberia. Adults stop attending classes during the months of Ramadan or Moharram in Moslem countries, especially in Jordan and Kuwait.

The times classes meet are sometimes inconvenient for adults. If the classes are held during working hours and they have to miss work to attend class, or even if they are organized straight after work when they are tired and the class is far away, they attend for only a short period and finally drop out. In Kenya the literacy classes started at the time the bars opened after working hours, so that after a short time the participants preferred to go to the bars instead of to classes.

It is clear that there are many reasons, serious or trivial, causing an adult to give up his efforts to become literate. It should not be forgotten that these efforts require a strong will and high motivation, as the adult has to undertake a difficult task. Much depends, therefore, on his initial motivation - which will be largely his own image of what literacy and increased other abilities really mean for him. It does not seem likely that a Radio talk would create it, although it may reinforce it. However, once he has decided to join, it is in many cases his actual experience which will be decisive as regards his sustained participation. This largely depends on the quality of the programme which again depends on the programme as such, as well as on the teacher.

Graph 4

REASONS FOR DROP-OUT



From the replies received one does not receive the impression that social control plays a very important role, otherwise small classes would be likely to show a lower rate of drop-out whereas on the contrary, the opposite tendency exists.

Therefore, the decision to continue or not is probably largely individually made, which means that the role of the teacher is probably important in this respect.

Another point is organization : if classes are given in factory time, there will obviously be no drop-out, as participation is simply part of the worker's duty. However, this means that employers must be convinced that it is ultimately to their own advantage if their workers become literate and, in work-oriented programmes, achieve a higher level of ability.*

Similarly, short but full-time courses for farmers in the slack season may be tried, although in such cases it is not possible to arrange for the practical work and demonstrations which should be part of the programme. However, it may be considered how far the indispensable rudimentary knowledge of literacy may usefully precede the actual subject matter-cum-literacy course, a procedure already mentioned in connection with the Isfahan experimental project as well as with those in Rhodesia. The advantage would be that quick results are obtained, encouraging further participation, while the course itself could develop more smoothly since it would not be hampered by the need to take the purely literacy aspects into account.

Therefore, further experiments in this field would be of great interest as regards improved attendance and more satisfactory results.

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* The employer may also have quite different considerations : he may fear that literacy will make his workers more "conscious" and more willing to join a trade union, or to become more active members.

VI.3 Drop-outs Joining the Next Course

Sometimes drop-outs joined the next course. In this study, the majority of drop-outs never, or seldom, joined the next course. Sixty projects answered this question and the replies were as follows :

Drop-outs Joining the Next Course

	Often	Seldom	Do not Join	Total
Frequency	21	33	6	60
Percentage	35	55	10	100

It may be useful to note that two-thirds of the respondents stated that drop-outs would "seldom", or "not", join the next course. This again may be an indication that participants felt that the programmes were not interesting enough to make a real sacrifice in time and effort.

VI.4 Incentives to Complete Courses

Almost all the projects answering this question use one or several ways to motivate the adults, who are involved in many other things in their daily life besides education, to attend courses regularly. Forty percent of the projects give certificates of some value to the successful participants. The value associated with the certificate is often finding a better job and other social, economic and moral values. In several countries, adults with these certificates can follow further studies,e.g., in Cuba, Kuwait, Italy and Tunisia.

Some projects believe that good teaching in itself can be a strong incentive because good teaching brings a feeling of success to the adults and gives them the incentive to follow the course to its end, e.g., the Summer Institute of Linguistics in New Guinea and Australia, Literacy for Gypsies in Hungary, and the Functional Literacy Project in Afghanistan. Talks and advice are given by the Commission for Literacy and Literature in Aymara in Bolivia, the Ministry of Rural Affairs in Laos, the National Literacy Service in the People's Republic of the Congo. The Military Governor's Office in Nigeria indicated that it has discouraged forcing adults to attend regularly and instead encouragement and advice is given, but this new approach has not been effective in reducing the rate of drop-out.

Follow-up courses have been organized for this purpose in Somalia, Cuba and Venezuela by the Ministries of Education in each country.

Several projects have tried offering goods and money as incentives. The Tobacco Growers' Project gave £1 to the most regular student in each 3-month course. There were also group prizes of £10 which were awarded to the class which had the best overall attendance during each period. The evaluation made showed that the prizes were successful incentives for making adults attend the classes. The Indore Workers Institute in Indore, India, pays the successful participants in cash and goods and this has proved to be a useful means of reducing drop-out. However, this approach has not always proved successful; e.g., the Ministry of Education in Malaysia offered goods and cash as an incentive to those who completed the course, but without much effect. The Cruzada ABC project in Brazil offered meals to the participants for three years (1966-68) as an incentive to join the course and keep it up. Finally, they found that this had no effect in reducing drop-out, but it was a good reason for those who had finished the course to rejoin. Therefore, it was decided to cut down on the meals and to try to motivate the participants by showing them the improvements which students had made after finishing two years of literacy work. This seemed to have more effect.

Obviously, if material incentives are big enough, people will attend, but would they really help very much in making them learn?

The possibility of a relationship between the kind of incentive and whether the drop-outs join the next course is rejected at the 0.05 level of significance, although a certain tendency, particularly in favour of material incentives, can be observed. This is of approximately the same significance as that of lower drop-out when incentives are given and therefore both findings confirm each other. The distribution of the variables is in the table shown on the next page.

Table 15

Incentives to Follow the Course and

Students Joining the Next Course

Joining next course / Incentives	no or rarely	yes and often	Total
Material incentives	5	6	11
Other incentives	18	9	27
No incentives	5	1	6
Total :	28	16	44

d.f. = 2
X^2 = 2.679 insig.
C = 0.057

The calculated X^2 is only significant at 0.30 level of probability.

Two projects indicated that they use no incentive; the Ministry of Education in Sudan and the Institute of Adult Education in Rhodesia. The latter said that no incentive was necessary.

TABLE VI

DROP-OUT

Rate of drop-out %	%	20	0-17
		23	18-33
		34	34-60
		5	61-80
		7	no data
		11	no answer
Reasons for drop-out	9.-	18	seasonal work
	15.-	30	travel & change of domicile
	12.-	24	work problem
	7.-	14	bad organization
	8.-	16	no qualified personnel
	3.5	7	shortage of material
	17.-	34	students' low calibre
	4.-	8	shyness & other psycho. reasons
	6.-	12	household responsibilities
	3.5	7	illness
	2.5	5	others
	12.5	25	no answer
Drop-outs join next course		21	often
		33	seldom
		6	never
		40	no answer
Incentives to complete course	5.74	7	good teaching
	15.58	19	advice
	5.74	7	goods offered
	38.52	47	certificates
	8.20	10	follow-up course
	9.83	12	other rewards
	1.61	2	no incentive
	16.12	20	no answer

VII - Instructors

VII.1 Selection of Instructors

The instructors of literacy projects, like the participants in literacy classes, are from varied groups of the community. The majority of projects mentioned in this study have school teachers instructing their classes (40%). Usually there are other types of teachers also; e.g., the National Literacy and Permanent Adult Education Services in the Congo-Brazzaville, recruit students of 9th grade and higher to teach in traditional classes, and literate workers are chosen to teach in functional literacy classes, and in the National Technical Literacy Committee classes in Cambodia, primary school teachers, students and military personnel cooperate in teaching. In the literacy project of the Ministry of Education in Burma, teachers are drawn from students in different university faculties, Buddhist monks and civil servants.

Work-oriented literacy projects prefer to have technicians instructing in their programmes, e.g., "Serviço Social da Industria" in Brazil recruits civil engineers to teach in work-oriented literacy classes. The Workers' Institute in Indore, India, selects literate workers who are well-acquainted with work in factories to teach illiterate workers.

Several projects have volunteer teachers; e.g., that of the Ministry of Youth and Community Development in Jamaica; the Ministry of Education in Cuba; the Division of Adult Education in Liberia; the Ministry of Culture and Community Development in Uganda; the Ministry of Education in Guatemala, and several others.

Although these projects have the advantage of numerous volunteers as teachers, at the same time they are faced with a problem, since the majority are not sufficiently qualified nor experienced enough. For example, the Literacy Campaign in Cuba, in spite of its success, was faced with the latter problem. Another difficulty is that, by using volunteers, choice is limited and the projects must be satisfied with any level of qualification; e.g., the Division of Adult Education in Liberia has pointed out that volunteer teachers are accepted without being selected beforehand. The Department of Community Development in

Zambia has also indicated that it has no choice, and that every volunteer with four years of education is accepted for teaching.

Among other types of teachers are the ex-participants of literacy projects. In the Work-Oriented Adult Literacy Project in Algeria there are three teachers who joined literacy classes in 1967-1969 at present teaching in a literacy class for workers. Leaders of small societies have also been enthusiastic in teaching literacy classes. In Jordan "imams" (who are religious leaders) teach in the literacy classes of the Ministry of Education. Farm leaders teach in the classes of the Popular Radiophonic Schools of Education in Ecuador.

In Iran and Israel compulsory military or state service exists for both young men and women. In both countries some of them are used for teaching, if they volunteer for this service, have completed secondary school, and have been selected. However, there is a difference. In Iran both men and women may be trained for teaching, while in Israel only girls are selected, and they must be qualified teachers. Moreover, in Iran the principal task is to teach children in villages where there are no schools, while adult literacy is undertaken only when there is an opportunity. In Israel, however, the girls are especially trained for adult teaching : either military personnel who are illiterate (in Hebrew, or altogether), and have generally not attained the required level of education, or illiterate women.

The majority of the projects have had to be very liberal in stating the qualifications required in teachers. Many of them are pleased if teachers have elementary education and attend the training course, which is in most cases very short; e.g., the qualification required of those who apply to teach in the literacy classes of the Military Governor's Office in Nigeria is that they must be able to read and write confidently and be self-supporting in another occupation, as the remuneration offered is very low. In this project selection is made on grounds of personal character rather than level of education. The town's people give a list of names from which they would like their teacher to be chosen and the final choice is made by the organizer.

VII.2 Training

Different methods were used for training the instructors to teach adults. These included special training courses, teachers' meetings, teacher' manuals, monthly bulletins, radio broadcasts, and in-service training courses. All the projects, except for the ten who did not answer this question, used one or several means for this purpose.

Special teachers' training courses are organized by sixty-seven projects (content of the courses will be discussed later). The duration of these courses varies from 3 days in the National Literacy Campaign in Uganda and in the Commission for Literacy and Literature in Aymara in Bolivia, to one year in Somalia's Ministry of Education Literacy Course for Adults, and Rwanda's "Université Radiophonique de Gitarama". The calculated mean of the duration of the teachers' training courses was found to be 12 days. The contingency between the rate of drop-out and the duration of the training course was worked out and the results can be seen in Chapter VI, Table 11.

Teachers' meetings are held from time to time as another way of guiding the teachers. They provide an opportunity for exchanging ideas, views and experiences in solving difficulties. The Adult Literacy Project in Rhodesia organizes a weekly meeting of this nature. The General Labour Federation in France has monthly meetings for teachers, which are held instead of teachers' training courses. In Brazil, the "Serviço Social da Industria" holds bi-monthly meetings within each sector. Group meetings are held to study the programme development at each level, as well as to draft plans for the following two months.

However, it is not always easy to organize such meetings; e.g., the Ministry of Education in Honduras has not been successful in organizing them because of the distance of the various literacy centres and the expense of transportation.

Usually other active members of the projects also join these meetings. In the monthly teachers' meetings of the Workers Institute, Indore, India, supervisors and other officers attend in order to discuss matters of common interest.

Teachers' manuals are distributed to enable the teachers to do a better job. The contents of these manuals vary. In some of them guidelines and good teaching

are included; e.g., the Ministry of Cooperatives and Social Services in Kenya has published a book for literacy teachers called "Handbook for adult literacy teachers". Cruzada ABC in Brazil also has a teachers' guide called "Aspecto da Psicologia Aplicada a Educaçâo de Adultos". There are also manuals which go through each lesson of the course and indicate how it should be taught, e.g., the Teacher's Guides series of the primers used in the literacy classes of the Ministry of Youth and Community Development in Jamaica. There is another kind of guide which includes both, e.g., the "Literacy Instructors' Guide" used in the Work-Oriented Adult Literacy Project in Ethiopia and the "Método de Alfabetización (Laubach) Instructivo Para Maestros", used by the Laubach Literacy Organization in Mexico.

It is impossible to do justice to all the manuals for teachers in this summary,and just a few may be mentioned in greater detail. The "Teachers's Guide for Our Class and Our Family" (Jamaica) provides, after a short introduction on the "Look and Say" (global) method, special notes for each lesson, pointing out first the aims of the lesson, then the preparation (teaching materials needed), followed by the presentation, with reference to the books used by the participants. As an example the notes for Lesson I may be quoted :

LESSON I :

Pages - "Our Class and Our Family" - 3 and 4

Workbook - 3, 4, 5 and 6

AIMS (i) To teach students to read the sentence, "This is our class".

(ii) To associate these words with their class situation.

(iii) To introduce writing as an aid to reading.

PREPARATION :

A Flannel Board, Blackboard, Pointer, Chalk, a copy of "Our Class and Our Family", and Flash Cards are needed for all lessons. For the first lesson, you will need flash cards with the following words :

This is our class

Each student should have a copy of the first book - "Our Class and Our Family" - a copy of the Workbook, an exercise book and pencil.

Draw attention to the picture on the cover of the book and discuss the story the picture tells. Tell the title of the book and show how it relates to the picture.

PRESENTATION :

Discuss with the students the reasons why they are gathered together. Point out that they form a class and put on the flannel board the words, "Our Class". Point out this phrase to them and let them read it together.

Mention that there are classes of adults all over the world but that "This is our class!" Then put on the flannel board the sentence, "This is our class". Point to the words as you teach the students to read them.

Repeat the reading in different ways until the students have learnt the words. For example, the students may say the words as they are removed in the correct order from the board, or replaced on the board.

Students may also be called upon to point to the words.

Ask the students to open their book from the front cover then turning the first leaf. The teacher should show them how to do this. Call attention to the picture (on page 3) and discuss this with them. Help them to read from the book what they had already read from the flannel board. The teacher should give them some individual attention.

The exercise on page 4 of the first book should be done now.* Guide the students in doing this. The exercise reinforces what has been learnt, tests their knowledge of the differences of the phrases and prepares them for the writing lesson which should follow with the use of the Work-

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* This exercise consists of recognising the phrases "This is" and "our class" by putting boxes around them in the two columns, in which both appear. In the left-hand column only the phrase "This is" should be selected (and not "our class"), while in the right-hand column the phrase "our class" should be chosen. The 2 phrases in each column are printed in arbitrary order.

book - pages 3, 4, 5, 6. *

The Workbook is prepared to give the students practice in writing. However, it should also be used as an aid to reading. That is, these new learners should always be able to read what they write.

Another rather elaborate guide is that used in Cuba for teaching arithmetic : "La ensenanza de la matematica". This is one of the very few guides which stress the fact that adults already have a certain knowledge of arithmetic which should be used in the further teaching. After this introduction, the general structure of the course is explained : this goes from counting up to simple fractions, including the 4 main operations and measurements. Each of the 10 chapters is then discussed in detail with a set of practical exercises covering the whole course at the end of the guide. These exercises also indicate which operations should be done mentally and which by using pencil and paper,again a feature which seldom appears in the various guides.

The most sophisticated set of guides has probably been prepared by the Work-Oriented Adult Literacy Pilot Project in Iran which, at the present stage, provides more than 20 different books according to the programmes and, in certain cases, separate books for each stage in a programme. These guides are often illustrated profusely with sketches to enable the instructor to give a number of examples, e.g., safety in a factory with the wide variety of risks; a guide

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* On p.3 of the Workbook the adult learns how to put a box around the phrases "This is" and "our class" by drawing straight lines from left to right and from top to bottom. Fully and partly-drawn boxes are given as examples. On pp. 4 and 5 he learns how to draw vertical and sloping lines, as well as to make 4 circles, between the rules of the Workbook. On p. 5 similar exercises are done (big and small c and o shapes, vertical, horizontal and sloping lines). The exercise on p. 6 consists of tracing 4 times on transparent paper the full sentence, "This is our class", printed underneath.

for a textile programme on the recognition of different hues of colours, how these are produced by mixing primary or secondary colours, only spinning threads of different colours together, etc. Along with this it is shown how the workers should recognize, read and write themselves the technical terms for these colours following the factory's code, etc. A general guide on the use of audio-visual aids has also been produced, as well as several guides for women's classes. Moreover, the instructors are expected to fill up a daily sheet, indicating the various subjects discussed, the time given to each, the order in which they were treated, as well as the way in which it was done (explanation, group discussion, demonstration, etc.). It is hoped in this way to arrive at a stricter time schedule, as the time suggested for each item is printed on the sheet. Whether each instructor will fill up these sheets as carefully as they have been conceived remains of course to be seen.

The equally Unesco-assisted Work-Oriented Project in Mali has produced no fewer than 45 publications for teachers, but they are generally intended for certain parts of the programme, e.g., one guide for sequences (weekly programmes) 1-5 of the programme for language, the next for 6-25 and finally one for sequences 26-38.

In-service training courses are organized to give new ideas to the instructors in the process of their teaching. The SIL in New Guinea, in its Daga Literacy Programme, has 2-day refresher courses each month in which further training is given. The Department of Community Development in Zambia also organizes this kind of course from time to time.

VII.3 Content of Training

Good teaching is of prime importance in a literacy programme and the success of a programme depends to a great extent on this factor. As discussed, almost all the programmes provide one or several opportunities for the teacher to receive the required training for handling adult learners and the subject. Only less than half of the projects gave some idea of the content of their teachers' training courses and among these, the method of teaching was emphasized more often than the subject matter. In this context, different approaches and techniques of teaching reading, writing and arithmetic and other subjects are discussed, and the various learning abilities, the way of coping with them, and of creating a cheerful atmosphere are also discussed. The teachers are

made to understand a little adult psychology, - the adult's way of looking at things, his level of intelligence, his way of learning, and his responsibilities and problems. Usually differences between adults and children are raised in this connection too.

In the Work-Oriented Adult Literacy Projects in Mali and Madagascar and in several other literacy projects, teachers are taken to the field for practical training. The Military Governor's Office in Nigeria and the Directorate of Community Development in Indonesia give their teachers an opportunity for teaching practice. There are a few projects which also train the teacher to use audio-visual aids. The teachers' training course of the Bengal Social Service League in India includes instruction in the use of flannel cards and flashcards and other simple aids. The Popular Radiophonic Schools in Ecuador and the "Université Radiophonique de Gitarama" in Rwanda instruct the teachers how to use more sophisticated means such as projectors and tape recorders and mini-cassettes.

VII.4 Students' Consideration for Teachers

By studying the frequency of answers of the respondents, one observes that the relationship between the teachers and students is most often formal, as in an elementary school : 35 cases indicated that students consider their instructor as a school teacher, 29 as a discussion leader and 25 others as both. The fact that school teachers are in many cases the instructors, coupled with the short duration of their training, explains the rather formal relationship.

VII.5 Instructors' Rewards

Teachers are usually paid a salary as compensation for services rendered. Fifty-nine projects offer their teachers remuneration. Usually the amount is not considered reasonable, although several projects have indicated that the amount was adequate and teachers were pleased, e.g., the Adult Education Division in East Pakistan, the Ministry of Education and Fine Arts in Gabon and the Ministry of Education in Kuwait.

School teachers in the literacy classes of the Ministry of Cultural Affairs in Hungary receive 1% of their monthly salary for each extra hour. The Ministry of Youth

and Community Development in Jamaica does not pay the volunteer teachers, but it gives a National Bond which is of J $8.00 to teachers who are actively engaged for a minimum of six months. The Ministry of Education in Guatemala does not pay teachers on principle, unless students contribute and pay something for the course. In Bolivia, the Government provides food for a limited number of day-school teachers who hold literacy classes for the Commission for Literacy and Literature in Aymara.

Quite a number of projects issue certificates which are of some value to the teachers, e.g., the National Literacy Service in Congo - Brazzaville, gives a complimentary certificate to those who give voluntary services. The National Union for the Struggle Against Illiteracy in Italy gives an official certificate and a statement of attendance which are important to the extent that they increase the merits of young teachers, thus enhancing their career. The Ministry of Education in Burma, the Normal Literacy Programme of the Ministry of Education in Ethiopia, and several other projects also offer certificates to voluntary teachers.

Among the other awards given to the literacy teachers are medals and letters of appreciation, issued by the National Technical Literacy Committee in Cambodia and prizes which were offered to teachers by the Functional Literacy Project of the University of Ibadan, Nigeria, 1967-69.

VII.6 System of Inspection

Literacy classes are occasionally visited by authorities for the purpose of inspection, supervision, motivation and also guidance and assistance of teachers. In some projects the Board of Inspectors of other educational institutions in the country is also in charge of the inspection of literacy classes, e.g., in Venezuela and Guatemala. In other places this work is done by the literacy officers of the project itself; e.g., National Literacy Project in Ethiopia, and the Department of Community Development in Zambia. In the National Literacy Service in the People's Republic of Congo the head of the Department of Literacy carried out this task.

The main purpose of these inspections varies in different projects; e.g., the Supervisors of the Ministry of Culture in Syria visit the literacy classes three times a month, mainly for the purpose of guiding the teachers. This is also the case in the literacy project of the Ministry

of Education in Malaysia. In the Adult Literacy Project in Rhodesia classes are supervised with particular emphasis on guiding the volunteer teachers, new literacy trainees, and their classes, and feedback is obtained by means of reports and discussion between supervisory teachers and the Director of Adult Literacy regarding problems and their solutions and further actions. In the functional literacy project of the Ministry of Culture and Community Development in Uganda, two supervisors are appointed to each functional literacy district. Each one is responsible for the attendance and progress of approximately 10 classes, and reports to Headquarters.

In the Ministry of Rural Affairs in Laos and in the vocational training classes of the Ministry of Social Work in Tunisia, teachers send regular reports to headquarters concerning their class situation and problems. A few projects indicated that they had no system of inspection, e.g., the Summer Institute of Linguistics in New Guinea and the Ministry of Education and Fine Arts in Gabon.

In conclusion one might say that in the large majority of projects the instructors do not seem to be adequately prepared for their task. An evaluation made of the group of teachers in the Experimental Adult Literacy Project in Tanzania clearly shows the modest level achieved, even after 4 weeks full-time training,which is considerably more than the 12 days found to be the average. Moreover, the teachers themselves thought that more time was needed, although they received an 8-page monthly bulletin in which various teaching problems were discussed as a follow-up and complementary training.*

The selection of suitable instructors also remains a problem, and, even if one knew by further studies and experiments (which are certainly needed), which type of person is best suited for this task, finding the "ideal" teacher will always remain a problem. Nevertheless, further experimental studies would be helpful, in order to know not only which type of teacher is required, but also what emphasis should be given to the various subjects included in the training in order to achieve the best results.

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* See H. S. Bhola's article in Literacy Discussion, Vol. II, No. 2 (Spring 1971).

TABLE VII

INSTRUCTORS

%			
40.26	60	school teachers	Selection of Instructors
10.05	9	technicians	
16.10	24	students	
15.43	23	volunteers	
6.04	9	military personnel	
1.34	2	missionaries	
6.71	10	others	
4.02	6	no answer	
34.89	67	special training	Training
25.00	48	teachers' meetings	
26.56	51	teachers' manual	
8.00	16	in-service training	
5.21	10	no answer	
12.00	15	adult psychology	Content of training
31.70	39	methods of teaching	
8.13	10	practical training	
4.00	5	use of A.V. aids	
43.90	54	no answer	
	35	school teachers	Instructors are considered by partici-pants.
	25	discussion leaders	
	29	both	
	11	no answer	
45.73	59	salary paid	Instructors' reward
3.00	4	awards	
27.12	35	certificate	
12.40	16	not paid	
11.50	15	no answer	
48.78	60	inspectors	System of inspection
26.83	33	supervisors	
13.00	16	teachers' report	
4.75	6	none	
6.50	8	no answer	

C O N C L U S I O N S

1. Since four-fifths of the difficulties encountered by adult literacy projects consist of problems of personnel, organization, finance and materials, it would seem that greater interest on the part of governments would go a long way towards solving the problems of these projects.

2. The level attained in most programmes is too low to prevent relapse into illiteracy. Although the level to be aimed at depends on the culture and the purpose of the programme, a reading and writing ability equivalent to at least 5 years' primary school would appear the minimum in order to avoid relapse. It is clear that as far as technical and arithmetical abilities are concerned, certain minima can be more easily indicated if the programme should succeed in preparing the participants for modern production methods in agriculture and industry.

3. Since there is statistical evidence that the level attained in larger classes is higher than in smaller ones, while there are also indications that the drop-out rate in the former tends to be lower, it would seem to be desirable to organize relatively large groups which would equally help to solve the problem of providing the required number of suitable instructors.

4. The fact that a large number of project organizers feel the need to make their programmes more "functional" indicated that it is necessary to conceive practical measures to achieve a gradual transition from "traditional" to "functional" or "development" programmes, and underlines the need for a careful consideration of the training of instructors. It also shows the need for seminars, as already organized by Unesco, for those responsible for literacy projects, to show them in the field what "development education" or "functional literacy" means in actual practice,and how it can be organized.

5. The generally high rate of drop-out shows that it is necessary to study the intensity and direction of motivation of prospective participants in adult literacy classes in order to avoid waste of time and efforts. Moreover, such study would make it possible to prepare programmes which are of real interest to the participants and thus sustain their motivation. In cases where interests are too diverse to allow the organization of

reasonably large groups, the preparation of a compromise programme may be considered. When occupational groups are involved, the insertion of certain items of general interest may be considered, in order to make the course more varied and attractive, without impairing the actual purpose of increasing professional ability.

6. As far as the problem of drop-out is concerned, relatively little statistically-significant evidence has been found between this phenomenon and a number of features concerning the programmes, their organization, the instructors and the general circumstances of the learning process.

   Nevertheless, the fact that no influence on drop-out has been discovered in a number of cases is not without importance, since it would indicate that, in some cases, generally-accepted ideas have not been found to be supported by statistical evidence.

   On the other hand, although not statistically-significant, certain trends have been found, sometimes confirming existing views, but sometimes also contrary to expectations. Such cases would require further research.

7. The following findings concerning drop-out should be mentioned :

   1) There is statistically-significant evidence that adult literacy classes started in the period 1965-69 have a lower rate of drop-out (25.8%) than classes started between 1961-64 (42%).

   2) On the basis of present experience one cannot expect that more than one third of those who have dropped out will join a subsequent course.

   3) If it is agreed that "students' low calibre" actually means poorly-adjusted programmes or low level of teachers, then the main reason for drop-out is of an organizational nature (including problems of programmes, personnel and materials) accounting for 35.5%, followed by the participants' work problems (27%), their leaving the area (15%), and their physical and psychological difficulties (7.5%). The remaining 15% is due to other reasons (2.5%) or unknown ("no answer"). This means that a large part of the drop-out can be avoided by improved organization and programmes and better teachers, which would probably also recuperate

a substantial part of the drop-out due to the work and psychological problems of the participants. In fact, it shows that at least 40% and probably 50% or more of the known reasons for drop-out can be avoided.

8. No evidence has been found of any connection between drop-out and :

   a) the duration of the course (more or less than 300 hours);

   b) whether the course had any specific content or not;

   c) whether the instructors were paid or not;

   d) whether certificates or similar non-material incentives were offered or not.

9. The following trends have been found to exist :

   1) the lower the level of literacy in a country, the lower the drop-out

   2) the larger the classes, the lower the drop-out;

   3) there is a slight tendency for higher drop-out when radio or television is used;

   4) there is some indication that some payment by the participants would lower the drop-out;

   5) providing material incentives may make the drop-out lower;

   6) a longer training (more than 60 hours) of instructors would lower the drop-out;

   7) there is some indication that the drop-out will be lower if school teachers are not selected as instructors.

10. Systematic studies and experiments should be undertaken in various cultures on :

   a) the possible difference in result when applying different methods of adult literacy teaching;

   b) the problem of integrating existing abilities in mental calculation into written arithmetic;

   c) the integration of the various elements in "functional literacy" or "development education" courses; e.g., by imparting first the rudiments of literacy to avoid purely linguistic difficulties in the actual course, or, when circumstances permit

(in the slack season in the case of farmers), by organizing full-time classes as a start;

d) the possibility of using existing programmes in other projects, with the necessary linguistic and technical adaptations, in order to decrease the cost of the preparation of functional literacy or development education programmes;

e) the understanding and liking of different types of pictures by illiterates;

f) the possibilities and limitations of the use of radio and television, either as the main media of instruction, when the monitor's role is restricted to assisting the group in their practical work and exercise or as a support for the instructor, who would remain the key person in the literacy activities; similarly, the use of cassettes, particularly important when geographical or language problems rendering the use of broadcasts difficult are prevalent, should be further studied;

g) the selection and training of instructors, particularly as to which items should be emphasized in the initial training and which could also be treated in refresher courses, bulletins, broadcasts, etc., as in-service training;

h) possible differences in assiduity of attendance depending on whether or not the participants are obliged to make any payment (even a token payment) for the materials they use in a programme;

i) the behaviour of those who have successfully completed literacy classes, in order to know how far they make use of follow-up facilities, which are provided by two-thirds of the projects studied, or would make use of their newly-acquired abilities on their own initiative, and, if so, how far they have made any economic progress.

ANNEX I

QUESTIONNAIRE

Name and Address of the Service or Association :

A. Programmes

1. Has your Service or Association been organizing one or several programmes? One/Several.

2. If more than one, please give a list :

Author	Directed to	Contents	Language(s)	Year when it was started.

3. Would you consider that the main purpose is to bring about ability to :

   a. read, write and calculate, or to read and write only?

   b. understand and apply the special contents of the programmes?

   c. follow further courses?

   d. read and learn further independently?

   e. ----------

   Please underline the item(s) considered to be of primary importance.

4. In programmes with a specific content the assistance of subject matter specialists is usually required. Has it been possible to assure the co-operation of some other Ministry or Service for this purpose?

   If so, how is this co-operation organized? What was the base of the choice of the contents?

   Was a previous study undertaken to know which type of ability or knowledge would be particularly useful for the participants?

5. Has any programme, organized during the last 5 years, been discontinued? Yes/No. If so, which programme(s), after how many years of use and for what reasons?.

6. What difficulties, if any, have been experienced in preparing the programme(s)?

7. Are any measures taken to draw the attention of the public to the beginning of a course (speeches, films, broadcasts, etc.), and are any sustained efforts made to maintain interest with the literate as well as with the illiterate part of the population? If so, please give a short description, also indicating whether it is done at the national,or local level, or both.

B. Methods

a. Nature of the Method

1. Short description of the method(s) at present used. Name of author.

2. Why has it been selected?

3. Has it been especially prepared for adults?

4. Have any experiments been made before it has been adopted?

5. On what base has the vocabulary been selected?

6. If in the programme the contents is of importance, how is the combination with literacy achieved?

7. If the teaching of arithmetic is included, has a special method for adults been conceived? Please send specimen, and indicate the underlying ideas of the method.

b. Organization

8. Are the sessions organized by the instructor, by a local committee, or in what other way?

9. Where are the sessions usually organized?
How is the seating arrangement?
Is the light sufficient?

10. Do the sessions take place during working hours in the case of workers? Yes/No/Partly. Are any facilities offered by the employer?

11. How many months are usually needed with how many sessions and hours per week for each of the stages? Please send specimen of the time schedules.

c. Special Techniques

12. If radio or television is used, is it meant as a support of the instructor or as the main means of instruction?

13. Is there, in the latter case, still a monitor to assist the participants? Please describe the procedure and send a specimen tape or film with translation, or a translation only.

14. If any other special techniques are used, please give a description.

d. Level

15. What level should be attained if expressed in grades of the primary school and - if this is part of the programme - in the contents?

16. Are any tests or examinations held at the various stages of the course? And are certificates issued to successful candidates? Please send specimens.

e. Language Problem

17. If the aim is to make the participants literate in a language different from their mother tongue, how is this achieved?

18. If the aim is to make the participants literate in a language which has not yet been studied thoroughly, how has this difficulty been solved?
Do the participants, in such a case, find sufficient reading material in several fields to use their new knowledge?

f. Changes

19. If the present method is the result of any changes during the last few years, what has been changed and why?

g. Follow-up

20. Once a course has been completed, are there any follow-up measures?, (e.g. courses at a higher level, reading groups, vocational training, etc.).

C. Materials

a. Printed Materials

1. Please send the following material :

Pre-Primers
Primers
Supplementary reading material
Arithmetic
Other subjects

2. What writing materials are used by the participants (underline and mention additional materials as the case may be)?

Loose sheets of paper, writing books (blank), specially prepared writing books, slates, others .....

3. Do participants pay for the materials they use (reading books, writing books, pencils, etc.)? Yes/No. If so, how much?

4. Please give a list of the forms used by instructors and inspectors, such as registration forms, lists of attendance, of marks given to each participant, inspection forms, etc.

5. Also send specimens of all printed and mimeographed materials, including forms.

It will also be much appreciated to send specimens of materials which proved unsatisfactory with an explanation why they have been discarded.

6. Do there exist libraries in most of the villages where courses are organized?
Is in any other way reading material regularly available for new literates?
Are new literates in urban areas made acquainted with existing facilities to find suitable reading material?

7. Are there in the environment of the new literates any other natural incentives to read, such as street names, advertisements, wall news-papers, etc.?

b. Production of Materials

8. Are any forms or books produced by your Service or Association itself? Yes/No.
If so, what machines do you use?

Name of Machine	Purpose for which it is used	Name and Address of Manufacturer	Maximum number of copies	Price of Machine	Cost per unit produced

9. Which of these machines requires a special training beyond that of operating a mimeographing machine?

10. Would you have any remarks on the practical use of any of these machines?

c. Audio-Visual Aids

11. What audio-visual aids are used?, (such as blackboard, white or coloured chalk, film slides, tape recorders, various types of projectors, etc.)

12. If projectors are used, please give particulars concerning the source of light, e.g., electricity (net connection or own generator), kerosene (which type of lamp), and the type and make of the projector. Are any difficulties experienced? How far have these been solved?

13. Please send specimens of some typical charts, pictures film slides or films and tapes with a translation. Again, any unsuccessful specimens would be most welcome. It should be indicated on the specimens whether they are produced by instructors, in a work-shop of your Service or Association, by a local manufacturer, or have been imported.

14. If special teaching aids are used, please send photographs and a description.

D. Instructors

1. Description of the method of selection and training of instructors, who may be of different categories (school teachers, foremen, experienced farmers, etc.) Please send specimens of the training programme(s), and please send a translation of the broad outline.

2. Do the instructors regard themselves as school masters or as discussion leaders?

3. How would the participants regard them?

4. Specimens of teachers' guide and manuals are requested, as well as specimens of the books used in the training of the instructors.

5. Are any certificates issued? Is the remuneration offered considered to be reasonable by the instructors?

6. Does a system of inspection exist and, if so, how is it organized? If not, is there any other "feed back" to the organizers of the course?

7. Are any meetings organized to enable the instructors to discuss difficulties and to receive some further training?

E. Participants

1. Is any test given at the beginning of a course to determine the level of each participant? Yes/No. If so, please send specimen.

2. Are participants grouped arbitrarily or in a homogeneous way according to their specific interests and level, or to their sex and age?

3. What is the average number of each group?

4. Are they asked why they join and, if so, which are the main reasons? If not, what do you think are the reasons?

5. What are the rates of drop-out, if possible specified as indicated.

		Percentage of drop-outs					
		1963	1964	1965	1966	1967	1968
Men	(urban						
	(rural						
Women	(urban						
	(rural						

6. What are the main reasons?

7. Are any incentives given to participants to complete the course? If so, of what nature, and has this helped to reduce the number of drop-outs?

8. Do drop-outs join the next course again? Seldom/Rather/Often.

9. Are participants obliged to pay any fee? Yes/No. If so, how much?

10. If certificates are issued, do they have a certain value to find better jobs or to get an increase in income? Do they have any value as status symbol? What has been the rate of successful candidates expressed in percentages of (1) those who first joined the course, and (2) those who took the examination?

11. Please send photographs of some groups of participants in action, e.g., in a classroom, in the field, in a workshop, etc.

F. Evaluation and Research

1. Have the literacy instructors ever been asked if they thought the present programme and materials were good, or whether they would suggest any changes? If so, which remarks?

2. Have the participants in courses ever been asked if they liked the courses and their instructor, or whether they would have any remarks?

3. Are there any plans for changes in the present programme, and if so, in what way?

4. What is the total expenditure per year? What per participant, and what per person who has successfully completed the course?

5. Have any studies been made about the rate of retention some time after participants completed their course? If so, what were the results?

6. Have any other studies on the problem of illiteracy been undertaken? If so, please state by whom, and, if possible, send a copy of the report.

G. Translations

As pointed out before, it will be very much appreciated to receive, along with the materials asked for, a translation of significant parts so that an analysis would be possible of the programmes and methods. This also applies to teachers' guides, a summary of which may be translated, along with the percentage of successful candidates. If characters other than Latin are used, please enclose a transliteration of a few lines of the script used, and a short explanation of this script. If several programmes follow the same method, the translations mentioned above concerning one programme will usually be sufficient.

It should be added that it is assumed that the Institute is allowed to quote the translations in possible discussion and analysis of the programmes in its Bulletin. The names of the authors, translators, illustrators, if given, and publishers will be quoted as usual. If there are objections to this, please indicate this clearly.

H. Other Services or Associations

Could you give the names and addresses of other services or private associations actively engaged in literacy work?

ANNEX II

NAMES AND ADDRESSES OF THE LITERACY PROJECTS WHICH REPLIED TO THE INSTITUTE'S QUESTIONNAIRE

A F R I C A

PEOPLE'S REPUBLIC OF CONGO :

SERVICES NATIONAUX D'ALPHABETISATION
ET D'EDUCATION PERMANENTE DES ADULTES,
B.P. 661,
BRAZZAVILLE.

ETHIOPIA :

ADULT EDUCATION AND LITERACY DIVISION,
MINISTRY OF EDUCATION AND FINE ARTS,
ADDIS ABABA.

WORK-ORIENTED ADULT LITERACY PILOT PROJECT,
RAS-ABABE AREGAY AVENUE,
P.O. BOX 60006,
ADDIS ABABA.

GABON :

MINISTERE DE L'EDUCATION POPULAIRE,
B.P. 1183,
LIBREVILLE.

GHANA :

CATHOLIC WOMEN'S FEDERATION,
P.O. BOX 50,
SEDONDI.

KENYA :

MINISTRY OF CO-OPERATIVES AND SOCIAL SERVICES,
ADULT EDUCATION DIVISION,
P.O. BOX 30276,
NAIROBI.

LIBERIA :	DIVISION OF ADULT EDUCATION, c/o DEPARTMENT OF EDUCATION, UNION BANK - BROAD STREET, MONROVIA.
MADAGASCAR*:	PROJET PILOTE D'ALPHABETISATION FONCTIONNELLE DES ADULTES, a.b.s. DU REPRESENTANT RESIDENT DU P.N.U.D., B.P. 1348, TANANARIVE, MADAGASCAR.
MALI*:	PROJET PILOTE D'ALPHABETISATION FONCTIONNELLE, B.P. 119, BAMAKO, MALI.
NIGERIA :	INSTITUTE OF AFRICAN ADULT EDUCATION, UNIVERSITY OF IBADAN, IBADAN.
RHODESIA :	'ADULT LITERACY', 13 C, BAKER AVENUE, SALISBURY.
RWANDA :	UNIVERSITE RADIOPHONIQUE DE GITARAMA, B.P. 13, GITARAMA.
SOMALIA :	ADULT EDUCATION SERVICE, MINISTRY OF EDUCATION, P.O. BOX 421, MOGADISCIO.
SUDAN :	ADULT EDUCATION SECTION, MINISTRY OF EDUCATION, P.O. BOX 2490, KHARTOUM.

TANZANIA : WORK-ORIENTED ADULT LITERACY PILOT PROJECT,
P.O. BOX 9182 DAR-ES-SALAAM.
P.O. BOX 1141, MWANZA.

UGANDA : MINISTRY OF CULTURE AND COMMUNITY DEVELOPMENT,
P.O. BOX 7136,
KAMPALA.

ZAMBIA : DEPARTMENT OF COMMUNITY DEVELOPMENT,
ADULT LITERACY PROGRAMME,
BOX 104,
MANSA,
LUAPULA PROVINCE.

A R A B S T A T E S

ALGERIA*: PROJET PILOTE D'ALPHABETISATION FONCTIONNELLE DES ADULTES,
B.P. 792 R.P.,
ALGER.

JORDAN : ADULT EDUCATION SECTION,
MINISTRY OF EDUCATION,
AMMAN.

KUWAIT : DEPARTMENT OF ADULT EDUCATIONAL LITERACY,
MINISTRY OF EDUCATION,
GOVERNMENT OF KUWAIT.

SYRIA : MINISTRY OF EDUCATION,
DAMASCUS.

TUNISIA : INSTITUT DE L'ENSEIGNEMENT POUR ADULTES,
RUE SIDI EL BECHIR,
TUNIS.

A S I A

AFGHANISTAN :	ADULT EDUCATION DEPARTMENT, MINISTRY OF EDUCATION, JAMAL MINA, 2ND STREET, KABUL.
BURMA** :	CENTRAL LITERACY SUPERVISORY & COORDINATING COMMITTEE, MINISTRY OF EDUCATION, RANGOON.
CAMBODIA :	COMITE NATIONAL TECHNIQUE D'ALPHABETISATION, a.b.s. DIRECTION DES SERVICES PEDAGOGIQUES, 270 BOULEVARD MONIVONG, PHNOM PENH.
CEYLON :	LANKA MAHILA SAMITI, 10 OLCOTT MAWATHA, COLOMBO 1.
	GIRL GUIDES HEADQUARTERS, 10 SIR MARCUS FERNANDO MAWATHA, COLOMBO 17.
INDIA :	BIKANER ADULT EDUCATION ASSOCIATION, PRAUDH SHIKSHA BHAWAN, BIKANER, RAJASTHAN.
	BENGAL SOCIAL SERVICE LEAGUE, 1/6 RAJA DINENDRA STREET, CALCUTTA - 9.
	SAROJ NALINI DUTT MEMORIAL ASSOCIATION FOR WOMEN'S WELFARE WORK, 23/1 BALLY GUNGE ROAD, CALCUTTA - 19.
	GOVERNMENT OF ANDHRA PRADESH,** HYDERABAD.

THE INDORE WORKERS' INSTITUTE,
15 YESHWANT NIWAS ROAD,
MALWA MILLS SQUARE,
INDORE - 3.

MYSORE STATE ADULT EDUCATION COUNCIL,
KHRISHNAMURTHIPURAM,
P.O. BOX 2,
MYSORE - 4.

BHARTIYA GRAMEEN MAHILA SANGH,
9/104 JAMNAGAR HUTMENTS,
BLOCK 11,
MANSINGH ROAD,
NEW DELHI.

GUJARATE STATE SOCIAL EDUCATION COMMITEE,
DARIA MAHAL,
SURAT, GUJARAT STATE.

THE PROJECT MANAGER,*
FARMERS TRAINING & FUNCTIONAL LITERARY PROJECT,
SHASTRI BHAVAN,
B WING, OFFICE 411,
NEW DELHI - 1,
INDIA.

INDONESIA :

DIREKTORAT PENDIDIKAN MASJARAKAT,
(DIRECTORATE OF COMMUNITY EDUCATION),
DJL. SALEMBA 18,
DJAKARTA.

IRAN :

UNESCO WORK-ORIENTED ADULT LITERARY PROGRAMME,
DEZFUL PILOT SCHEME,
P.O. BOX 12,
DEZFUL.

UNESCO WORK-ORIENTED ADULT LITERACY PROGRAMME,
P.O. BOX 103,
ESFAHAN.

NATIOANL COMMITTEE FOR ADULT LITERACY
PROGRAMME,
KHERADMANDE SHOMALI AVENUE, NO. 133/2,
TEHERAN.

EDUCATION CORPS,
ESTAKHR AVENUE,
TEHERAN.

MINISTRY OF LABOUR,
EISENHOWER AVENUE,
TEHERAN.

LAOS : DIRECTION DE L'ENSEIGNEMENT PRIMAIRE
ET L'EDUCATION DES ADULTES,
MINISTERE DE L'EDUCATION,
VIENTIANE.

MALAYSIA : COMMUNITY DEVELOPMENT AND ADULT EDUCATION,
MINISTRY OF NATIONAL & RURAL DEVELOPMENT,
KUALA LUMPUR.

PAKISTAN : OFFICE OF THE ASSISTANT-DIRECTOR OF
PUBLIC INSTRUCTION AND ADULT EDUCATION,
COMILLA,
EAST PAKISTAN.

ALL PAKISTAN WOMEN'S ASSOCIATION,
67/B GARDEN ROAD,
KARACHI,
WEST PAKISTAN.

PAKISTAN GIRL GUIDES ASSOCIATION,
GUIDE HOUSE,
5 HABIBULLAH ROAD,
LAHORE.

PHILIPPINES : BUREAU OF PUBLIC SCHOOLS,
ADULT & COMMUNITY EDUCATION DIVISION,
MANILA.

VIETNAM : DIRECTION DE LA FORMATION PEDAGOGIQUE,
DU PERFECTIONNEMENT DE MAITRES ET
DE L'EDUCATION DES ADULTES,
B.P. 66,
SAIGON.

A U S T R A L I A

AUSTRALIA :
SUMMER INSTITUTE OF LINGUISTICS,
AUSTRALIAN ABORIGINES BRANCH,
BERRIMAH, DARWIN,
NORTHERN TERRITORY, 5788.

NEW GUINEA :
SUMMER INSTITUTE OF LINGUISTICS,
WYCLIFFE BIBLE TRANSLATORS INC.,
UKARUMPA.

C A N A D A

CANADA :
** LA COMMISSION DES ECOLES CATHOLIQUES
DE MONTREAL,
SERVICE DE L'EDUCATION DES ADULTES,
3737 EST, RUE SHERBROOKE,
MONTREAL 406.

E U R O P E

FRANCE :
UNION DEPARTEMENTALE DES SYNDICATS
OUVRIERS DE LA HAUTE GARONNE,
213 RUE LAFAYETTE,
PARIS X.

HUNGARY :
SKOLSKIH I PROSVETNIH PETANJA BEAGRAD,
DRAZE PAVOLVICA 15 - tah 246,
BUDAPEST.

ITALY :
UNIONE NAZIONALE PER LA LOTTA CONTROL
L'ANALFABETISMO, U.N.L.A.,
PALAZZO DELLA CIVILTA DEL LAVORO - EUR
00144 - ROMA.

MALTA :
NATIONAL COMMISSION FOR UNESCO,
9 C, FREDERICK STREET,
VALLETTA.

SPAIN : NATIONAL CAMPAIGN FOR LITERACY
AND CULTURAL PROMOTION OF ADULTS,
CALLE ALCALA 104,
MADRID.

L A T I N A M E R I C A

BOLIVIA : LA COMISION DE ALFABETIZACION Y
LITERATURA EN AYMARA,
CALA,
CAJON 2724,
LA PAZ.

BRAZIL : FUNDACAO EDUCATION "PADRE LANDELL DE
MOURA",
DE RADIO E TELEVISAO EDUCATIVA,
AV. BASTIAN 285,
PORTO ALEGRE - R.G. DE SUL.

** CRUZADA A.B.C. (CRUZADA DE ACCION BASICA
CRISTIANA),
RUA DE SAUDADE 299,
RECIFE, Pe.

SERVICO SOCIAL DA INDUSTRIA - SESI,
DIVISAO DE EDUCACAO FUNDAMENTAL,
AVENIDA BRIGADEIRO LUIZ ANTONIO,
277, 5° ANDAR SALA 57,
SAO PAULO.

CHILE : ASOCIACION CRISTIANA FEMENINA DE CHILE,
CASILLA 1214,
VALPARAISO.

COLOMBIA : SECTION OF BASIC EDUCATION,
MINISTRY OF EDUCATION,
P.O. BOX 13905,
BOGOTA D.E.

CUBA :	COMISION DE ORIENTACION CIENTIFICODOCENTE, MINISTERIO DE EDUCACION, HAVANA.
DOMINICAN REPUBLIC :	DIRECCION GENERAL DEL PROGRAMA DE ALFABETIZACION Y EDUCACION DE ADULTOS, SANTO DOMINGO.
ECUADOR :	PROYECTO PILOTO DE ALFABETIZACION FUNCIONAL DE ADULTOS, CASILLA 561, QUITO.
	ESCUELAS RADIOFONICAS POPULARES, Apdo. 47-55, RIOBAMBA, QUITO.
	DEP. DE EDUCACION DE ADULTOS Y ALFABETIZACION, MINISTERIO DE EDUCACION PUBLICA, QUITO.
GUATEMALA :	DIRECCION DE ALFABETIZACION EDUCACION DE ADULTOS, GUATEMALA.
HONDURAS :	DIRECCION GENERAL DE ALFABETIZACION Y EDUCACION DE ADULTOS, MINISTERIO DE EDUCACION PUBLICA, TEGUCIGALPA, D.C.
JAMAICA :	ADULT LITERACY SECTION, 6 PARK AVENUE, KINGSTON 5.
MEXICO :	COMITE DE ALFALIT EN MEXICO, CALZADA MEXICO COYOACAN 349, MEXICO 13, D.F.

UNION FEMENINA CATOLICA MEXICANA,
VARSOVIA NO. 37,
APARTADO POSTAL 6-689,
MEXICO 6, D.F.

CENTRO REGIONAL DE ALFABETIZACION EN LAS AREAS RURALES DE AMERICA LATINA,
CREFAL,
PATZCUARO
MICHOACAN.

URUGUAY : CONSEJO NACIONAL DE ENSENANZA PRIMARIA Y NORMAL,
CALLE SORIANO NO. 1045,
MONTEVIDEO.

VENEZUELA : DIVISION OF EDUCATION FOR ADULTS,
MINISTRY OF EDUCATION,
AVENIDA PAEZ, VILLA "ALICIA",
EL PARAISO,
CARACAS.

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* Materials were sent in reply to questions.

** Replies were received late therefore they were not included in statistical operation.

COUNTRY	ORGANIZATION	PROJECTS	LITERACY MATERIAL					OTHER RELEVANT MATERIAL			
			Reply to Questionnaire	Reading Material	Arithmetic	Teaching Guide	A.V. Aids	Reply to Unesco Questionnaire 1967 - 1969	Experts' Report	Reports and Evaluation	Miscellaneous
Afghanistan	Ministry of Education	Exp. Functional Lit. Programme	E	V	V	V		E	E	Fr. & E	E
Algeria	Ministry of National Educ.	Unesco - W.O.A.L.P.		Fr. & E	V		charts			Fr.	Fr.
Argentina	State Secretary of Cul. and Education							Sp.			Sp.
	Latin American Council of Social Science										Sp.
Australia	Summer Institute of Linguistics	a) Adult Lit. in Northern Territory									
		b)c) Adult Aborigenes	E	V							E
Bahrain	Department of Education	Vocational Training	E								
Belgium	Ministère de l'Education Nationale et de la Culture		Fr.	V							
Bolivia	Summer Institute of Linguistics		Sp.	V & Sp.							
Brazil	Educational Foundation "Padre Landell de Noura"	Fundamental Education	Sp.				tape				E & Pr.
	ABC Crusade	Adult Literacy	Sp.	Pr.	slides book	Pr.	charts maps			E & Pr.	E & Pr. Tests Photos
	Industrial Social Service	Functional Literacy		Pr.			charts tapes	Pr.			E & Pr. Photos
Burma	Ministry of Education		E					E		E	
Burundi								Fr.			
Cambodia	National Technical Literacy Committee		Fr.								Fr.
Cameroun											Fr.

COUNTRY	ORGANIZATION	PROJECTS	LITERACY MATERIAL					OTHER RELEVANT MATERIAL			
			Reply to Questionnaire	Reading Material	Arithmetic	Teaching Guide	A.V. Aids	Reply to Unesco Questionnaire 1967 - 1969	Experts' Report	Reports and Evaluation	Miscellaneous
Canada	Montreal Commission for Catholic Schools	Adult Education Service	Fr.	Fr.	E						
Ceylon	Ceylon Girl Guides Assoc.		E								
	Lanka Mahila Samiti	a) Teachers' training b) Literacy	E					E			
Chad								Fr.	Fr.		
Chile	Ministry of Education Adult Education Section		Sp.					Sp.			Sp.
China (Taiwan)								E			
Colombia	Ministry of Education Section of Basic Educ.	Literacy	Sp.	Sp.	Sp.					Sp.	Sp. - Photos
Peoples Republic of Congo	National Literacy Service & Gov. Adult Education	a) Lit. in rural areas b) Lit. in pub. & priv. schools c) Lit. for women in cities	Fr.	Fr.	Fr.		tape	Fr.		Fr.	Fr. - Photos
Democratic Republic of Congo	Ministry of Education									Fr.	Fr.
Costa Rica	Alfalit			Sp.	Sp.					Sp.	Sp. - Photos
Cuba	Ministry of Education National Commission for Literacy	a) Mass Lit. Campaign b) Functional Literacy	Sp.	Sp.	Sp.					Sp.	Sp.
Cyprus	Ministry of Education			V						E	
Czechoslovalia											E
Dominican Republic	General Direction of Lit. and Adult Education	Literacy	Sp.	Sp.				Sp.			

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Ecuador	Dep. of Adult Ed. & Lit.	Unesco - W.O.A.L.P.	E	Sp.			charts				
	Ministry of Public Educ.	National Plan for Adult Education	Sp.	Sp.	Sp.	Sp.		Sp.	Sp.		Wall-newspapers Photos
	Popular Radiophonic Schools	Literacy	Sp.								Survey sheet, Photos
El Salvador								Sp.			
Ethiopia	Ministry of Education	a) National Lit. Programme	E	E & V	V	E			E	E	Admin. forms Newspapers
		b) Unesco - W.O.A.L.P.	E	V		E		E	E	E	
		c) Literacy by Radio	E	V							E & V
	Ethiopian Women's Assoc.									Fr.	Fr.
France	General Labour Federation	Literacy	Fr.	Fr.							Fr.
Ghabon	Ministry of Education	a) National Programme	Fr.	Fr.	Fr.	Fr.		Fr.			Admin. forms
		b) Functional "									
		c) Integrated "									
Ghana	Catholic Women's Fed.		E	E & V				E	E		E
Greece	Ministry of National Ed.			V				E & Fr.	E		
Guatemala	Ministry of Education	Literacy	Sp.	Sp. & V.	Sp.	Sp.					Sp. - Photos
Guinea		Unesco - W.O.A.L.P.								Fr.	Fr.
Haiti	Dept. of National Educ.									Fr.	Fr.
Honduras	Ministry of Education	Literacy	Sp.								
Hungary	Ministry of Cultural Affairs	Literacy	Fr.					Fr.			V

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			Reply to Questionnaire	Reading Material	Arithmetic	Teaching Guide	A.V. Aids	Reply to Unesco Questionnaire 1967 - 1969	Experts' Report	Reports and Evaluation	Miscellaneous
India	Bengal Social Service League		E							E	E
	Bikaner Adult Education		E								E
	Gujarate State Social Ed. Commission		E	V						E	Translation
	Indore Workers Institute		E	V							Certificate
	Mysore State Adult Educ. Council		E	V		V	charts		E	E	Certificate, Photos
	Saroj Nalini Ad. Memorial Association		E								
	Farmers' Training & Funct. Lit. Programme									E	E
	Ministry of Education										E
	Literacy House									E	
	Agency for International Development			V		E				E	E
Indonesia	Directorate of Comm. Dev.	Adult Literacy	E	V				E		E	V
Iran	Dezful - W.O.A.L.P.		Fr.	V	V	V					Photos, Admin. Forms
	Isfahan - W.O.A.L.P.		E	V	V	V					
	Ministry of Education			V	V						Photos, Admin. Forms
	Ministry of Labour										
	National Committee		E & V	V	V	V				V	V - Photos
	Prison		V							V	
	Women's Organization			V	V						Newspapers
Iraq	Ministry of Education							E			

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			Reply to Questionnaire	Reading Material	Arithmetic	Teaching Guide	A.V. Aids	Reply to Unesco Questionnaire 1967 - 1969	Experts' Report	Reports and Evaluation	Miscellaneous
Israel	Ministry of Education							E			
	Hebrew University							E			E
	Mount Carmel Institute										Fr.
	Afro-Asian Institute										E
Italy	National Union for the Struggle Against Illit.		E			It.	films	It.		It.	It.
Ivory Coast		Basic Education									Fr.
Jamaica	Adult Literacy Section	Adult Literacy	E	E		E	tape			E	Newspaper
Jordan	Ministry of Education		E	V	V	V			E		E - Photos
Kenya	Ministry of Co-operative Social Services	a) Functional literacy b) Formal Adult Educ.	E			E			E	E	E - Photos
Korea								E			
Kuwait	Ministry of Education	Literacy Programme	E	V	V	V			E		E
Laos	Ministry of Rural Affairs	Literacy	Fr.						E	E	Fr.
Lebanon	UNRWA					E					V
Liberia	Division of Adult Educ.		E	E	E			E			Certificate Photos
Libya								E	E		
Madagascar	Secretariat d'Etat a l'Animation Rural	Unesco - W.O.A.L.P.	Fr.							Fr.	Fr.
Malaysia	Ministry of Education		E	V			tape				V
Mali	Ministry of Education, Youth and Sport	Unesco - W.O.A.L.P.					tape		Fr.	Fr.	Fr.

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			Reply to Questionnaire	Reading Material	Arithmetic	Teaching Guide	A.V. Aids	Reply to Unesco Questionnaire 1967 - 1969	Experts' Report	Reports and Evaluation	Miscellaneous
Malta	Ministry of Education, Culture and Tourism	Literacy Project	E								
Mexico	Alfalit	Literacy Project	Sp.	Sp.	Sp.	Sp.					
	Crefal		Sp.	Sp.	Sp.						
	Mexican Catholic Women's Union	Laubach Literacy	Sp.	Sp.	Sp.		slides				
Nepal	Ministry of Education							E			
New Guinea	Summer Institute of Linguistics	Adult Literacy	E	V & E	V	V	charts				
New Zealand	National Council of Adult Education									E	E
Niger	Radio Clubs							Fr.		Fr.	Fr.
Nigeria	Military Governor's Office, Public Enlightenment Division	Mass Literacy Campaign	E	V	V	E		E			E
Pakistan (East)	Public Instruction for Adult Education		E	V	V					E	
Pakistan (West)	All Pakistan Women's Association		E	V						E	
	Adult Basic Ed. Office			V		V	charts			E	E
	Girl Guides Association		E	V						E	V
Paraguay	Ministerio de Educacion y Culto	Adult Education						Sp.			Sp.
Peru	Ministry of Education	Summer Institute of Linguistics		Sp.							
	Ministry of Education	Fundamental Education		Sp.		Sp.					

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Philippines	Ministry of Education							E		E	
Rhodesia	University College of Rhodesia	Adult Literacy Project	E	E & V	E	E	charts				E
Rwanda	Université Radiophonique de Gitarama	Basic and primary education	Fr.				slides				E
Saudi Arabia	Ministry of Education							E			
Singapore	Ministry of Education		E	E		E	film				E
Somalia	Ministry of Education	Campaign for Literacy and Cultural Promotion	Sp.							Sp.	Sp. & E
Sudan	Ministry of Education		E	Ar.	Ar.	Ar.	film strip				E
Swaziland	Sabenta National Inst.			E & V	E	E					E
Syria	Ministry of Culture, Tourism and Guidance	Unesco - W.O.A.L.P.	E & Ar.	Ar.	Ar.			Fr.		Fr.	
Tanzania	Ministry of Regional Adm. & Rural Development	Functional Literacy Unesco - W.O.A.L.P.	E	V				E		E	
Thailand	Ministry of Education										E
Togo	Ministère du Travail							Fr.	Fr.		
Tunisia	Ministry of Social Work and Housing	Adult Education	E & Ar.	V & Ar.	Ar.	Ar.				Fr. & Ar.	Fr. & Ar.
Turkey	Ministry of Education			Turkish				Fr.			Fr.
U.A.R.	ASFEC			Ar.	Ar.	Ar.	radio teaching	E		E	Ar.

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Uganda	Ministry of Culture & Community Development	a) National Literacy Campaign b) Functional Literacy	E	V & E						E	
U.K.	Ministry of Overseas Development							E			
Upper Volta									Fr.		
Uruguay	National Council for Primary & Normal Educ.	Literacy	Sp.							Sp.	Sp.
U.S.A.	Adult Basic Education									E	E
U.S.S.R.	Institute of Adult Educ.		E								Fr. & Russian
Venezuela	Ministry of Education	Literacy teaching and vocational training	Sp.	Sp. & V		Sp.		Sp.		Sp.	Sp.
Viet Nam	Direction of Teacher Training	Adult Education	Fr.	V				Fr.			
Yugoslavia				V	V			E		V & E	E
Zambia	Department of Community Development	Adult Literacy Functional literacy	E	V	V	E		E		E	E E

Abbreviations used in tables

Ar. - Arabic
E - English
Fr. - French
V - Vernacular
Sp. - Spanish
Pr. - Portuguese
It. - Italian

E R R A T A

Page	Line	Incorrect	Correct
Acknowledgement	3	virutally	virtually
8	2	Agencie	Agencies
12	15	reachers	teachers
18	31	Vol. II, No.	Vol. II, No. 2
30	14	insistir	insisting
32	32	number	numbers
34	12	11.54	1.54
56	between lines 4 & 5 (Table III) insert		
	1.60% | 2 | key word		
86	9	A.M. paid	A.M. free
86	10	A.M. free	A.M. paid
89	18	frequencie	frequencies
93	i)20	see page -	see page 78
106	3	teacher'	teacher's
116	42	recuperate	recoup
131	14	Gujarate	Gujarat
131	14	Commitee	Committee
132	1	Natioanl	~~National~~
133	23	Control	Contro

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